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ABSTRACT

During the 1990s, Virginia implemented statewide Standards of Learning, but several school districts did not have the capacity to meet these new content and performance standards. In 1996, a "high-need" rural Virginia school district was selected as a development site where elements of a technical assistance system to improve student achievement could be devised and tested. Before site work began, three instruments were administered to faculty members to provide a baseline description of the district's capacity to engage in improvement initiatives. The instruments measured staff perceptions of staff empowerment, the existence of a schoolwide professional community, and organizational effectiveness. In April 1999, the instruments were combined into a single survey and administered again to 80 of the district's 89 staff to measure changes after 2 years of technical assistance. This report summarizes findings from that posttest. Overall, the results indicate that the district expanded its organizational capacity by making concrete progress in the area of teacher empowerment and by making minimal progress in the areas of creating sustainable professional learning communities and increasing organizational effectiveness. (Contains the survey questionnaire and extensive data tables and figures.) (SV)

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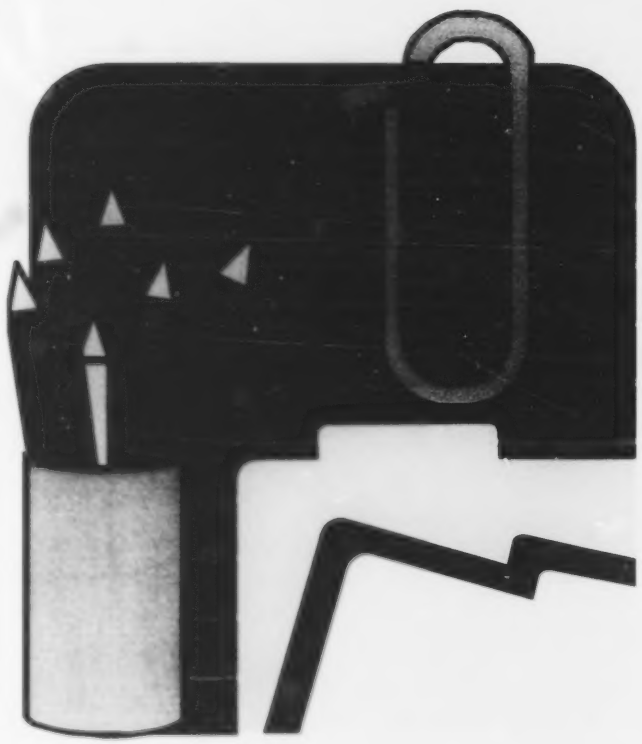

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AEL, Inc.

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AEL's mission is to link the knowledge from research with the wisdom from practice to improve teaching and learning. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia. For these same four states, it operates both a Regional Technology in Education Consortium and the Eisenhower Regional Consortium for Mathematics and Science Education. In addition, it serves as the Region IV Comprehensive Center and operates the ERIC Clearinghouse on Rural Education and Small Schools.

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ABSTRACT

In 1996, AEL staff collaborated with Virginia Department of Education staff to select a high-need school division (district) willing to serve as a development site where elements of a technical assistance system to improve students' academic performance could be devised and tested. The "Rural County Public Schools" (RCPS, pseudonym) met the selection criteria, and includes one elementary school, one middle school, and one high school.

During the 1996-97 school year, three instruments were administered to faculty members to measure the construct of "organizational capacity": the "School Participant Empowerment Scale" (SPES), the "School-Wide Professional Community Survey" (SWPC), and the "Index of Perceived Organizational Effectiveness" (IPOE). As a posttest, the instruments were administered again in April 1999 to measure changes after two years of technical assistance. This report summarizes findings from that posttest.

The SPES showed four statistically significant subscale gains from the pretest, with medium to large effect sizes, and three statistically significant differences among the schools in 1999, with small effect sizes. The SWPC did not show any statistically significant differences from the pretest or among the schools in 1999. The IPOE showed a statistically significant decrease from the pretest, with a large effect size, as well as a statistically significant difference among the schools in 1999, with a small effect size.

Given the instrumentation used in this study, we conclude that overall, since 1997, the RCPS division has expanded its organizational capacity by making concrete progress in the area of teacher empowerment and minimal progress in the areas of creating sustainable professional learning communities and increasing organizational effectiveness.

EXECUTIVE SUMMARY

During the past decade, the Commonwealth of Virginia has taken significant steps to measure and increase student achievement by implementing the Standards of Learning (SOLs). However, several school divisions (districts) across the state did not have the capacity to meet new content and performance standards. AEL, Inc., is assisting Virginia by conducting research to better understand the process of providing technical assistance to high-need schools. In 1996, project staff collaborated with the Virginia Department of Education to identify and select a high-need school division willing to serve as a development site where elements of a technical assistance system to improve students' academic performance could be devised and tested.

The "Rural County Public Schools" (RCPS, pseudonym), located in south central Virginia, met the selection criteria and was willing to work with AEL on this project. The division contains one elementary school (prekindergarten-grade 5), one middle school (grades 6-8), and one high school (grades 9-12).

During the 1996-97 school year, three instruments were administered to faculty members to measure the construct of "organizational capacity." The results provided a baseline description of the three schools before intensive site work began. The 12 dimensions measured by the instruments focus on the capacity of the organization to engage in improvement initiatives and attributes that schools must possess to improve student achievement and sustain continuous improvement.

As a posttest, the instruments were administered again in 1999 to measure changes after two years of technical assistance delivery; however, the surveys were combined into "The Teacher, School, and School Organization Questionnaire" to eliminate superfluous paperwork and repetitive demographic questions. The survey was administered in April 1999 at two staff meetings (one for elementary faculty and one for middle and high school faculty), with no follow-up contact. All 89 staff members who attended either meeting completed the instrument. Of these, 80 were usable and comprise the final data set (usable return rate of 90%). This report summarizes findings from that posttest.

The "School Participant Empowerment Scale" (SPES) was developed by Short and Rinehart in 1992. As re-factored by Klecker and Loadman in 1995, this 39-item instrument contains six subscales: Decision Making, Status with Colleagues, Professional Growth, Self-Efficacy, Autonomy in Scheduling, and Impact. Response options were presented as a 5-point Likert-type scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

The "School-Wide Professional Community Survey" (SWPC) was developed based on work and items published by Louis, Marks, and Kruse in 1996. AEL staff developed a 22-item instrument with a 5-point Likert-type response scale of 1 (Strongly Disagree) to 5 (Strongly Agree) for each item. The instrument includes five subscales: Shared Sense of Purpose, Collaborative Activity, Collective Focus on Student Learning, Deprivatized Practice, and Reflective Dialogue.

The "Index of Perceived Organizational Effectiveness" (IPOE) was developed by Mott in 1972 and contains eight items that assess five dimensions of organizational effectiveness: quantity of product or service (i.e., lesson plans, curriculum, instruction, etc.); quality of product or service; efficiency; adaptability; and flexibility. The instrument utilizes a 5-point Likert-type response option of 1 to 5 for each item (a higher score indicates a higher perception of that item), yielding a total score.

Descriptive statistics are reported by individual schools at the subscale level, although individual item analyses are provided in portraits provided for each school. One-way analyses of variance were computed to compare subscale means among the three schools. Correlations were produced to examine the relationships among the demographic variables and the three instruments, as well as among the instruments themselves. Independent samples *t* tests were computed to compare pre- and posttest findings (matched pairs were not used since the division experienced a 35% turnover in faculty since the 1997 pretest). Effect sizes were also calculated for significant findings.

The SPES instrument showed four statistically significant subscale gains from the 1997 pretest to the 1999 posttest, all with medium to large effect sizes. It also showed three statistically significant differences among the 1999 school levels (elementary, middle, and high), with small effect sizes. The SWPC instrument did not show any statistically significant differences either between the 1997 and 1999 administrations or among the 1999 schools. The IPOE instrument showed a statistically significant decrease from the pretest to the posttest, with a large effect size, as well as a statistically significant difference among the 1999 schools that resulted in a small effect size.

A moderate positive correlation was present among the three instruments, indicating a connection among empowerment, professional community, and perceived school effectiveness. Low to moderate positive correlations were found for 10 of the 11 process-oriented SPES and SWPC subscales to the behavioral capacity IPOE variable of perceived school effectiveness, indicating this score increased as other subscale values rose.

Conclusions. Given the Cronbach alpha reliability estimates obtained for the posttest scores, we conclude there was satisfactory reliability in this administration of the three instruments.

Since 1997, the project's technical assistance interventions may have had an impact on several of the areas under study. Based on the high school teachers' increased scores in decision making, self-efficacy, status, and impact, we conclude that improved conditions and practices at the high school have led to a heightened sense of empowerment, recognizing that a change in leadership may also have influenced perceptions of empowerment.

Based on the slight fluctuations in teachers' mean scores from 1997 to 1999, it can be concluded that there was little measurable change in the area of professional learning community. Further, based on the consistent 1999 ratings by the elementary, middle, and high school teachers, we believe that a division-wide consensus of mediocrity exists in this area, which may be difficult to ameliorate given the high faculty turnover rate.

Based on the decline in middle school teachers' organizational effectiveness score since 1997, we conclude that their perceptions have become more discerning over the past two years. Possibly, as they became more aware of the elements that comprise organizational effectiveness, they developed a more realistic view of existing school conditions, resulting in a decreased score. Given the minimal changes in the elementary and high school teachers' scores since 1997, we believe that teacher viewpoints in those schools remained constant. Furthermore, improvement may be difficult to achieve in this area, given teachers' low perceptions of the ability of their faculties to modify behaviors as a result of change.

Based on 1999 scores, we conclude that high school teachers perceived themselves to have greater decision-making authority than did the elementary teachers, both the middle and high school teachers had higher perceptions of status than did the elementary teachers, and the elementary teachers experienced more autonomy in scheduling than did either the middle or high school teachers. Furthermore, the high school teachers had higher (but still relatively moderate) perceptions of their school's organizational effectiveness than did either the elementary or middle school teachers.

The lowest-scoring subscale in 1999 (and 1997) was deprivatized practice; therefore, it can be concluded that this area merits farther investigation of existing division conditions. The middle school teachers' declining score further substantiates the need to identify barriers to shared-practice techniques such as peer coaching, team teaching, or class observations.

Given the instrumentation used in this study, we conclude that overall, since 1997, the RCPS division has expanded its organizational capacity by making concrete progress in the area of teacher empowerment and minimal progress in the areas of creating sustainable professional learning communities and increasing organizational effectiveness.

Recommendations. Staff need to examine conditions, especially at the middle school, that impede the deprivatization of practice and try to remove those hurdles in order to create a nonthreatening environment for teachers to participate in classroom visits.

District and school conditions should be examined to identify barriers that seem to preclude creating a sustainable professional learning community.

Staff need to explore district and school conditions, especially at the middle school, that may impede efforts to increase organizational effectiveness and try to remove those hurdles in order to facilitate improvement.

Teachers should be involved in discussions about ways to retain staff and decrease the high turnover rate.

Administrators need to provide time and establish expectations for teachers to work together to make decisions about the K-12 curriculum and instruction.

Teachers need to ensure that they are teaching higher-level skills by incorporating these skills into the curriculum. Otherwise, it is unlikely that students will pass the Standards of Learning assessments, which require such skills, and thus will not be prepared to enter the workforce of the 21st century.

School administrators should focus on developing opportunities for collaboration between themselves and teachers, and on supporting teachers' efforts to collaborate with their peers both within and among schools.

As the district responds to the state guidelines in order to maintain accreditation, teachers and administrators must develop the skill of collaborating with staff in other schools in order to offer students the types of activities and curriculum elements that will lead to successful performance on the Standards of Learning assessments.

School structures/processes that encourage teachers to share ideas and learn from one another are essential for building collaboration and need to be put in place.

Administrators should continue providing common planning periods for teachers and ensuring use of that time for collaboration on instructional themes, activities, and lesson plans within schools and grade levels.

Administrators and others need to lead teachers toward a collective focus on student learning.

Teachers need more time to spend together discussing the improvement of teaching and learning in their respective schools.

Staff need to be involved in articulating the shared beliefs, goals, and values of the division as a whole and of the individual schools.

INTRODUCTION

Research has shown the need for focusing efforts to reform American public schools at the school level rather than at the individual student or teacher level (Coleman et al., 1966; National Commission on Excellence in Education, 1983). Of particular concern is the *capacity* of school systems to help all students reach high standards of achievement. But what is "capacity"? Traditional usage defines it as "the ability to do something," but it also means "the maximum or optimum amount of production" (Corcoran & Goertz, 1995, p. 27). Thinking about school capacity as the maximum level of production focuses attention on the results rather than the means of school reform. And, these results need to be sustained—"new levels of results that continue to be generated over time" (Digate & Rhodes, 1995, p. 34).

One salient goal of these reform efforts is the establishment of professional communities within schools (Newmann & Wehlage, 1995). Darling-Hammond (as cited in Corcoran & Goertz, 1995) states that "capacity building means the creation of learning communities, changes in governance, and opportunities for teachers to share their craft knowledge" (p. 27). Further, Corcoran and Goertz note that "collegiality, collaboration, and cooperation can be viewed as multipliers that enhance the value of human capital and instructional resources . . . and increase human capital through the sharing of ideas and practices" (p. 28).

Although factors such as curriculum alignment, raising standards and expectations, and altering decision-making structures are necessary and important components, none is sufficient in and of itself to raise and sustain continuous improvement in student achievement. Researchers are now closely examining various aspects of the school environment to gain further understanding of factors affecting student achievement.

Facing a plethora of complicated reform efforts available as potential solutions to the complex problem of school improvement, practitioners may quickly become overwhelmed (Nilsen, 1999). As a result, state departments of education are creating technical assistance frameworks responsive to school district needs.

During the past decade, the Commonwealth of Virginia has taken significant steps to measure and increase student achievement by implementing the Standards of Learning (SOLs). However, several school divisions (equivalent to districts) across the state did not have the capacity to meet new content and performance standards. AEL, Inc., is assisting Virginia by conducting research to better understand the process of providing technical assistance to high-need schools.

Project Background

In 1996, AEL project staff collaborated with the Virginia Department of Education to identify and select a high-need school division willing to serve as a development site where elements of a technical assistance system to improve students' academic performance could be devised and tested (Nilsen, 1999). The overarching purpose of this project is to learn more about the technical assistance process of assisting high-need schools to develop the organizational capacity to support effective school performance and to enhance the intellectual quality of student learning (AEL, 1998). The project has two main goals: (1) to gain an understanding about how to best support high-need schools to develop the organizational capacity to support effective school performance and enhance student performance on the Virginia Standards of Learning; and (2) to recommend to the Virginia Department of Education a system/framework of technical assistance that will support high-need schools to develop the organizational capacity to support effective school performance and enhance student performance on the Virginia Standards of Learning.

High-need schools were defined as those in which the initial pass rate on Virginia's Literacy Passport Test (LPT) fell below 50%, and which met certain other sociodemographic criteria. Schools unlikely to pass the LPT were located in rural regions with high poverty levels (22% of children), low educational attainment of adults (48% lacking high school equivalency), and almost twice as many children (7% versus 4%) identified as "at risk" (defined by the National Center for Education Statistics as living in a single-parent household in which the adult lacks a high school diploma and has an income below the poverty line) (as cited in AEL, 1995).

The "Rural County Public Schools*" (RCPS), located in south central Virginia, met the selection criteria of a high-need school division and was willing to work with AEL on this project. During the 1998-99 school year, RCPS had a student enrollment of approximately 1,300 students. The three public schools in the county include one elementary school (prekindergarten through grade 5), one middle school (grades 6 through 8), and one high school (grades 9 through 12).

AEL staff are collaborating with RCPS in developing and testing a technical assistance model that builds local capacity to support continuous improvement in student performance. If effective, this approach will be recommended to AEL's resident director. Most of the work to date has addressed curriculum alignment with classroom instruction and the Standards of Learning. David Squires, a consultant from Yale University, worked with RCPS during 1997-98 on aligning the English curriculum and during 1998-99 on aligning the mathematics curriculum.

Since the 1996-97 survey administration, RCPS schools have experienced changes that may have impacted school improvement. In particular, there has been a 35% faculty turnover in the past two years, and a change in leadership at the high school. As well, project activities have been designed and implemented in the interim. Project staff have provided 16 days of staff development, sponsored RCPS staff attendance at a conference on professional communities, and delivered other technical assistance support as requested. School staff have aligned and balanced both the language arts and mathematics curricula. Project staff have participated in meetings, interviews, conference calls, and classroom observations in their attempts to help RCPS staff improve their organizational capacity. Electronic curriculum databases have been developed and are now in use.

Project staff are working closely with AEL's resident director in Virginia to share knowledge gained from this site with similar divisions across the state. Project staff are also working toward sharing knowledge gained with regional and nationwide audiences. Such efforts include presentations at conferences such as the American Evaluation Association, the American Educational Research Association, and the Association for Supervision and Curriculum Development.

Pretest Information

In collaboration with the Virginia Department of Education staff, AEL project and evaluation staff selected three instruments to measure the construct of "organizational capacity." These surveys were administered to RCPS faculty members during the 1996-97 school year. The results provided a baseline description of the three schools before intensive site work began (Nilsen, 1999). This pretest administration was intended to determine if AEL's approach was successful at increasing the capacity of the school division to support effective school performance, the project's first goal.

The 12 dimensions measured by the instruments focus on the capacity of the organization to engage in improvement initiatives and attributes that schools must possess to improve student achievement and sustain continuous improvement. Project staff hypothesized that the schools' culture would need to change dramatically in order to gain the organizational capacity to initiate and sustain continuous improvement at the conclusion of the project. Teachers would need to be empowered to make decisions about teaching and learning, and schools would need structures to support professional learning communities in order for teachers to develop perceptions of their schools as effective.

Report Purpose and Audience

As a posttest, the three instruments were administered again in 1999 to measure changes after two years of technical assistance delivery. This report summarizes findings from that posttest.

The intended primary audience of this report includes AEL project and evaluation staff, division faculty and administrators, and Virginia Department of Education staff. In particular, one section of this report, the individual school portraits, is designed specifically for faculty members at each of the respective schools. Secondary audiences might include those interested in teacher efficacy, professional learning communities, organizational effectiveness or capacity, school improvement, student achievement, and/or technical assistance.

*In order to maintain confidentiality, a pseudonym is used throughout this report for the high-need school division.

METHODOLOGY

This section presents demographic information on the RCPS professional staff involved in the project, descriptions of the three instruments used in this posttest, and data collection procedures and analyses.

Description of the Population

The three RCPS schools included one elementary school (prekindergarten through grade 5), one middle school (grades 6 through 8), and one high school (grades 9 through 12). Not all staff members were housed in a single building; a number of specialty teachers and other certified staff worked across schools. All 89 of the staff members eligible to participate in this round of data collection (who attended one of the two staff meetings where surveys were administered) completed surveys. Of these 89, 7 were dropped from the final data set because the respondents worked in more than one school building, and 2 were dropped because respondents did not provide school-level information. The final number included in this report consists of 80 respondents (90% usable return rate): 70 classroom teachers, 3 Title I teachers, 2 guidance counselors, 1 department head/chair, 1 special education teacher, 1 resource teacher, and 2 respondents who did not provide their job titles.

Exactly half (40) of the respondents indicated they worked at the elementary school; the remainder were fairly equally distributed between the middle school (21, 26%) and the high school (19, 24%). The 80 respondents show a marked turnover rate for RCPS—almost half (34, 43%) indicated they were not working at their respective schools in April 1997 when the pretest was given. All but one (79, 99%) indicated they worked full time. Of the 67 respondents who provided the subject(s) they taught, almost a third (21, 31%) were teaching all subjects.

The majority of respondents (65, 82%) were female, the remainder were male. Forty-one (51%) of the participants had a bachelors degree, followed by bachelors +15 units (13, 16%), masters (21, 26%), and masters +15 units (5, 6%). The respondents' ages ranged from 23 to 60 (standard deviation of 10 years), with an average age of 37; 50% of the respondents were at or below the age of 35.

Respondents had been teaching an average of 9 years (standard deviation of 8.8 years), with an average of 6 years at their current school (standard deviation of 6.7 years) and an average of 7 years in the RCPS district (standard deviation of 7.3 years). About half had been in the teaching profession for 5 years or less, and fewer than 20% had been teaching for 20 or more years.

Data Collection Instruments

In the 1996-97 pretest, three separate instruments were administered to the professional staff of RCPS. These surveys were a cost-effective way to collect valid and reliable information on teachers' impressions of the environment and effectiveness of the schools in which they worked. As a whole, the instruments provided a comprehensive baseline picture of the organizational capacity of the three faculties to engage in ongoing school improvement efforts to raise student achievement on the Virginia Standards of Learning. The three instruments included the "School Participant Empowerment Scale," the "School-Wide Professional Community Survey," and the "Index of Perceived Organizational Effectiveness."

One caution should be noted about the use of these instruments. While content validity has clearly been established through previous research, the surveys are not without inherent problems. Namely, meta-analysis of the pretest report found that "two serious deficiencies or errors often found in survey research were prevalent with the instruments" (Western Michigan University, 2000, p. 59). These errors included several multiple-concept items and several items with inappropriate response options. But, report author William Wiersma concluded that "because the basic content of the items had content validity, it can be inferred that validity of the data was adequate" (p. 62).

In an effort to streamline the data collection for the posttest administration, the three surveys were combined into one, "The Teacher, School, and School Organization Questionnaire." This combined survey was six pages in length, and eliminated superfluous paperwork and repetitive demographic questions. Otherwise, the survey contained the same information as the original three surveys. Demographic questions retained included role, subjects taught, school level taught, full or part time, years taught at current school, years taught in district, total years teaching experience, educational attainment, gender, and age. Specific information on each of the three surveys is presented next.

School Participant Empowerment Scale (SPES)

The 38-item SPES survey was developed by Short and Rinehart in 1992 with a small sample of teachers at one grade level. In 1995, Klecker and Loadman (1996) used the instrument with a large sample of teachers (4,091) from 183 Ohio schools. They re-factored the original instrument into six differently-named factors, which were used in this report: (1) Decision Making, (2) Status with Colleagues, (3) Professional Growth, (4) Self-Efficacy, (5) Autonomy in Scheduling, and (6) Impact. See Table 1 for SPES items and subscales.

The response options on the SPES were presented as a 5-point Likert-type scale of 1 (Strongly Disagree) to 5 (Strongly Agree). In prior AEL research, the Professional Growth subscale had unsatisfactory reliability scores; therefore, the lowest item was deleted and two new items were added (Meehan & Cowley, 1998). As a result, both the pretest and posttest versions of the SPES used in this project consisted of 39 items.

Table 1: SPES Instrument Subscale Composition

Subscale	Item
Decision Making	1. I am given the responsibility to monitor programs. 7. I make decisions about the implementation of new programs in school. 11. I am able to teach as I choose. 13. I make decisions about the selection of other teachers for my school. 17. I have the freedom to make decisions on what is taught. 21. I am involved in school budget decisions. 25. I make decisions about curriculum. 26. I am a decision maker.
Status with Colleagues	2. I function in a professional environment. 3. I believe that I have earned respect. 8. I am treated as a professional. 15. I have the respect of my colleagues. 22. I work at a school where kids come first. 23. I have the support and respect of my colleagues.
Professional Growth	12. I participate in staff development. 14. I have the opportunity for professional growth. 16. I feel that I am involved in an important program for children. 18. I have grown professionally during the past year. 20. I believe in the value of professional development for teachers.
Self-Efficacy	4. I believe that I am helping kids become independent learners. 6. I believe that I have the ability to get things done. 9. I believe that I am very effective. 10. I believe that I am empowering students. 19. I believe that I am having an impact. 24. I see students learn. 28. I have a strong knowledge base in the areas in which I teach. 29. I believe that I have the ability to grow by working daily with students. 30. I perceive that I have the opportunity to influence others. 33. I perceive that I am making a difference. 35. I believe that I am good at what I do. 37. I perceive that I am having an impact on other teachers and students.
Autonomy in Scheduling	5. I have control over daily schedules. 31. I can determine my own schedule. 36. I can plan my own schedule.
Impact	27. I am given the opportunity to collaborate with other teachers. 32. I have the opportunity to collaborate with other teachers in my school. 34. Principals, other teachers, and school personnel solicit my advice. 38. My advice is solicited by others. 39. I have an opportunity to teach other teachers about innovative ideas.

Table 2 provides overall Cronbach Alpha reliability estimates (the degree to which items measure the same construct) for the obtained scores for each of the six SPES subscales. Two of the subscales had reliabilities in the .80s, one was in the .70s, and three were in the .60s (Decision Making and Impact at .67 and Professional Growth at .66). All items in these three subscales contributed to the reliability except for one item in Professional Growth (I participate in staff development); the subscale reliability would have increased slightly to .69 if this item was dropped. The Autonomy in Scheduling subscale Alpha of .81 would have risen to .90 if one item was dropped (I have control over daily schedules). Overall, these reliabilities were very similar to those found in the pretest, with two subscales increasing slightly by .02 and four subscales decreasing (by no more than .06).

Table 2 also provides reliability estimates for the scores obtained by each school level. In general, the estimates for the secondary school scores are the highest, while those for the elementary school scores are the lowest. Of particular note are the differences between the reliabilities for the Decision Making and Impact subscale scores for the elementary and secondary schools.

Table 2: Cronbach Alpha Reliability Estimates of the SPES and SWPC Subscales and the IPOE Total Scale

Instrument Name	Subscale Name	*n*	No. Items	Overall Alpha	Elem. Alpha	Mid. Alpha	Sec. Alpha
School Participant Empowerment Scale (SPES)	Decision Making	78	8	.67	.50	.66	.82
	Status with Colleagues	80	6	.76	.74	.69	.76
	Professional Growth	80	5	.66	.52	.76	.70
	Self-Efficacy	76	12	.89	.84	.89	.93
	Autonomy in Scheduling	80	3	.81	.76	.76	.83
	Impact	79	5	.67	.48	.71	.86
School-Wide Professional Community (SWPC)	Shared Sense of Purpose	79	5	.82	.77	.91	.77
	Collaborative Activity	76	6	.71	.54	.84	.82
	Collective Focus on Student Learning	80	6	.87	.73	.95	.69
	Deprivatized Practice	79	7	.80	.79	.82	.76
	Reflective Dialogue	77	6	.80	.78	.89	.74
Index of Perceived Organizational Effectiveness (IPOE)	Total Scale	77	8	.87	.85	.90	.66

School-Wide Professional Community Survey (SWPC)

This instrument was developed based on work and items published by Louis, Marks, and Kruse in 1996 on professional learning communities. Based on their paper, AEL staff developed a 22-item instrument with a 5-point Likert-type response scale of 1 (Strongly Disagree) to 5 (Strongly Agree) for each item. This survey included five subscales: (1) Shared Sense of Purpose, (2) Collaborative Activity, (3) Collective Focus on Student Learning, (4) Deprivatized Practice, and (5) Reflective Dialogue. (See Table 3 for subscale composition.)

Low subscale Alpha reliability estimates were found in prior research (Meehan & Cowley, 1998), so six new items were added in the pretest administration, making a total of 28. For the posttest, two additional items were added to the Deprivatized Practice subscale to differentiate between peer observations from within and outside the school, both as an observer and as an observee. Therefore, this posttest administration of the SWPC contained 30 items.

Table 3: SWPC Instrument Subscale Composition

Subscale	Item
Shared Sense of Purpose	40. Most of my colleagues share my beliefs and values about what the central mission of the school should be. 41. Goals and priorities for the school are clear. 42. The district's vision for its schools is accepted by teachers and administrators. 43. In the district's schools, the teachers and the administration are in close agreement on achievement standards and grading policies. 44. There is close agreement among teachers and administrators on expectations for student learning in this district.
Collaborative Activity	45. I receive many useful suggestions for curriculum materials from colleagues in my school, department, unit, or district. 46. I receive many useful suggestions for teaching techniques or student activities to share from colleagues in my school, department, unit, or district. 47. There is a great deal of cooperative effort among staff members in my school, department, unit, or district. 48. I make a conscious effort to coordinate the content of my courses across the district's schools. 49. In a typical planning period with others in my district, the group decides common themes and suggests related materials and activities to guide instruction in the district's schools. 50. I meet often with others in my district regarding lesson planning, curriculum development, guidance/counseling, evaluation of programs, or other collaborative work related to instruction.
Collective Focus on Student Learning	51. Higher level skills (reasoning, problem solving, critical thinking) are important student goals of our district's students. 52. Creative thinking is an important student goal for our district's students. 53. Teachers in our district focus on what and how well students are learning rather than on how they are teaching. 54. Teachers in our district exhibit a reasonably focused commitment to authentic curriculum and instruction. 55. Teachers in our district exhibit a reasonably focused commitment to authentic assessment. 56. A focused school vision for student learning is shared by most staff in the schools in our district.
Deprivatized Practice	57. Two or more colleagues in the building regularly observe my work in schools and give me meaningful feedback. 58. Other than formal evaluation, my supervisor(s) regularly observe(s) my work in schools and give(s) me meaningful feedback. 59. I have often been visited by a peer from another school to observe and discuss my teaching/learning situation. 60. I have often been visited by a peer from another classroom to observe and discuss my teaching/learning situation. 61. I have often visited a peer's school to observe and discuss his/her teaching/learning situation. 62. I have often visited a peer's classroom to observe and discuss his/her teaching/learning situation. 63. I receive informal, meaningful feedback on my performance from my peers.
Reflective Dialogue	64. In a typical planning period with other teachers, the group discusses problems of specific students and arranges appropriate help. 65. In a typical planning period with other teachers, the group discusses specific teaching practices and behaviors of team members in our district. 66. In formal and informal meetings of peers, the group discusses the goals of the schools in our district. 67. In formal and informal meetings of peers, the group discusses the teaching profession. 68. In formal and informal meetings of peers, the group discusses how students learn. 69. In formal and informal meetings of peers, the group discusses the evaluation of student learning.

Table 2 provides overall Cronbach Alpha reliability estimates for the obtained scores for each of the five SWPC subscales. Four of the subscales had reliabilities at or above .80, whereas Collaborative Activity was the lowest at .71. Most of the items in these five subscales contributed to the reliabilities, although deletion of one item each in four of the subscales would have resulted in minute increases in Alpha. Overall, these reliabilities were very similar to those found in the pretest, with two subscales increasing by .03 and .07 and three subscales decreasing (by no more than .06).

Table 2 also provides reliability estimates for the scores obtained by each school level. In general, the estimates for the middle school scores are the highest, while those for the secondary school scores are the lowest. Of particular note is the difference between the reliabilities for the Collaborative Activity subscale scores for the elementary and middle schools.

Index of Perceived Organizational Effectiveness (IPOE)

This instrument was developed by Paul Mott (1972) and measures school efficiency and effectiveness and the ability to innovate, adapt, and respond. This 8-item survey assesses five dimensions of organizational effectiveness: (1) quantity of product or service (i.e., lesson plans, curriculum, instruction, etc.); (2) quality of product or service; (3) efficiency; (4) adaptability; and (5) flexibility. (See Table 4 for individual items.)

This instrument utilizes a 5-point Likert-type response option of 1 to 5 (a higher score indicates a higher perception of that item), yielding a total score ranging from 8 to 40 points. In previous research (Meehan & Cowley, 1998), high internal reliability estimates (.85 and above) were found. This posttest administration had an overall reliability estimate of .87 (see Table 2), slightly higher than the pretest (.84). The reliability estimate was highest for the middle school score and lowest for the secondary school score.

Table 4: IPOE Instrument Items

Item
70. Of the various things produced by the people you know in your school(s), how much are they producing?
71. How good is the quality of the products or services produced by the people you know in your school(s)?
72. Do the people in your school(s) get maximum output from the available resource (money, people, equipment, etc.)? That is, how efficiently do they do their work?
73. How good a job is done by the people in your school(s) in anticipating problems and preventing them from occurring or minimizing their effects?
74. How informed are the people in your school(s) about innovations that could affect the way they do their work?
75. When changes are made in methods, routines, or equipment, how quickly do the people in your school(s) accept and adjust to the changes?
76. How many of the people in your school(s) readily accept and adjust to the changes?
77. How good a job do people in your school(s) do in coping with emergencies/disruptions?

Data Collection Procedures

"The Teacher, School, and School Organization Questionnaire" (three surveys combined) was administered to professional staff members in April 1999. The survey was distributed at two staff meetings—one for elementary faculty and one for the middle and high school faculty. No follow-ups were conducted.

All 89 staff members who attended one of the two staff meetings where the surveys were administered completed the survey. Of these 89 surveys, 80 were usable and comprise the final data set (usable return rate of 90%). Teachers were assured that their responses would remain anonymous and that results would be reported at the school level.

Data Analyses

A database was created using SPSS Windows. Individual surveys were entered and the data file cleaned. Descriptive statistics are reported by individual schools at the subscale level only for the major focus of this report, although individual item analyses are provided in the individual school portraits depicted later in this report.

While this study involved a district population and not a random sample, inferential statistics were used to compare between and within group differences. One-way analyses of variance (ANOVA) were computed to compare subscale means among the three school levels at RCPS (elementary, middle, and high), using the

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Tukey post-hoc test for comparisons. Pearson correlations were produced to examine the relationships among the SPES and SWPC subscales and the IPOE total scale. Both Pearson and Spearman correlations were produced to examine possible relationships among the demographic variables and the three instruments. Independent samples *t* tests were computed to compare pre- and posttest findings. Matched pairs were not conducted since almost half of the respondents had started working at their respective school after the pre-test administration. And, the focus of the comparison was on overall school readiness for improvement, not individual gains or losses. Only significant differences (Alpha level of .05 or less) are reported for these statistical procedures. Effect sizes were also calculated for significant *t* test and ANOVA findings.

FINDINGS BY SURVEY

This section presents findings from administering the three instruments to RCPS professional staff members in April 1999. These findings are at the school level, rather than the individual teacher level, since the instruments measured organizational capacity of the schools to engage in improvement efforts. Findings are organized first by looking at the demographic variables in relation to organizational capacity, then by survey and subscale for both descriptive information from this posttest and comparisons to the pretest. The last part of this section describes overall division findings.

Demographic Variables and Organizational Capacity

The first analysis looked at possible relationships among the demographic variables and the three major concepts that comprised organizational capacity: teacher empowerment, professional community, and school effectiveness. Very few demographic variables were associated with organizational capacity to a significant degree.

Professional community scores showed a low positive correlation to the gender of the respondents ($r_s = .32, p < .01$), indicating a slight trend of higher scores for male respondents when compared with those for females.

School effectiveness scores showed a low positive correlation to both the respondents' age and their years of total teaching experience ($r = .37, p < .01$; $r = .23, p < .05$). Older or more experienced teachers perceived their schools as being more effective than did younger or less experienced teachers. As well, the level of grades taught correlated positively with respondents' school effectiveness scores ($r_s = .33, p < .01$), with middle and high school teachers rating their schools as more effective than did their elementary counterparts.

School Participant Empowerment Scale (SPES)

Decision Making

This 8-item subscale measures the participation of teachers in critical decisions that directly affect their work. Descriptive statistics for this subscale are presented in Table 5. Respondents from all three school levels had means in the neutral range (3.23, 3.38, and 3.61, respectively, for elementary, middle, and high), with standard deviations ranging only from 0.41 to 0.58. ANOVA results show a significant difference between the high school and elementary responses (F [2, 77] = 3.97, $p < .05$), indicating that the high school teachers experienced a greater degree of decision-making authority than did the elementary teachers.

Statistical comparison of the two administrations via an independent samples t test revealed a significant gain (0.53) for the high school respondents from their 1997 score of 3.08 (t [35] = 3.16, $p < .01$). The 1997 score for the middle school teachers (the highest of the three 1997 scores at 3.40) dropped slightly in 1999 (0.02), as did the 3.32 score for the elementary teachers (0.09). See Figure 1 for a visual depiction of subscale means by grade level and year.

Table 5: 1999 Decision Making Subscale

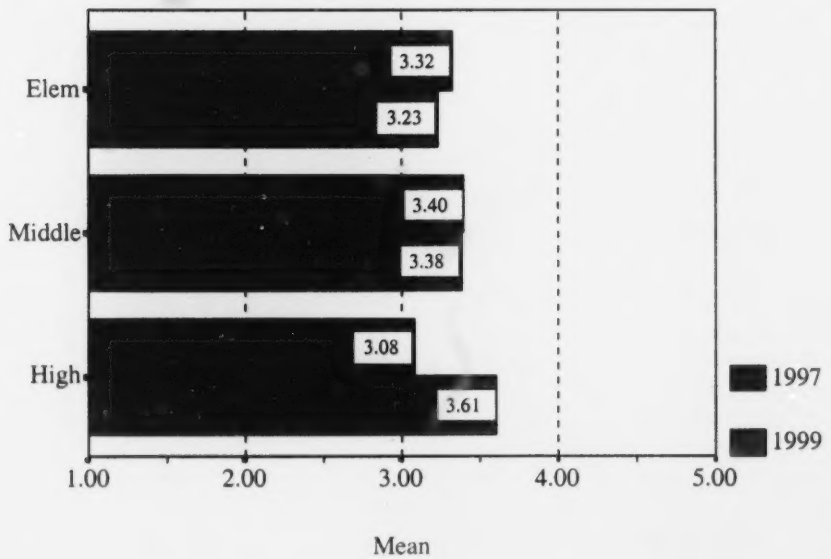
Descriptive Statistics by Grade Level

Level	n	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.23	0.41	3.25	-0.336
Middle	21	3.38	0.52	3.38	0.66
High	19	3.61	0.58	3.67	-0.73

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 1: Decision Making Subscale

Means by Grade Level and Year



Status with Colleagues

This 6-item subscale measures teachers' perceptions of professional respect and admiration of their colleagues. Descriptive statistics for this subscale are presented in Table 6. Middle and high school teachers had almost identical means of 4.17 and 4.16, respectively, and the elementary teachers had a score of 3.83. Standard deviations were very close, ranging only from 0.42 to 0.51. One caution to note is the negative skew value above 1.0 (-1.11) for the elementary teachers' score. The value indicates this was not a normal distribution of scores, which could be attributable to the small sample size.

ANOVA results show a significant difference between the responses (F [2, 77] = 5.66, $p < .01$), indicating middle and high school teachers had higher perceptions of status than did the elementary teachers. However, even the score of 3.83 shows a generally high level of agreement with this concept, suggesting a strong sense of collegiality and respect among teachers in RCPS.

Statistical comparison of the two administrations via an independent samples t test revealed a significant gain (0.36) for the high school respondents from their 1997 score of 3.80 (t [35] = 2.00, $p = .05$). Elementary teachers gained only 0.03 from their 1997 score of 3.80, and the middle school teachers gained 0.13 from their 4.04 score in 1997. In sum, all three groups showed at least a marginal increase from their 1997 scores. See Figure 2 for a visual depiction of subscale means by grade level and year.

Table 6: 1999 Status with Colleagues Subscale

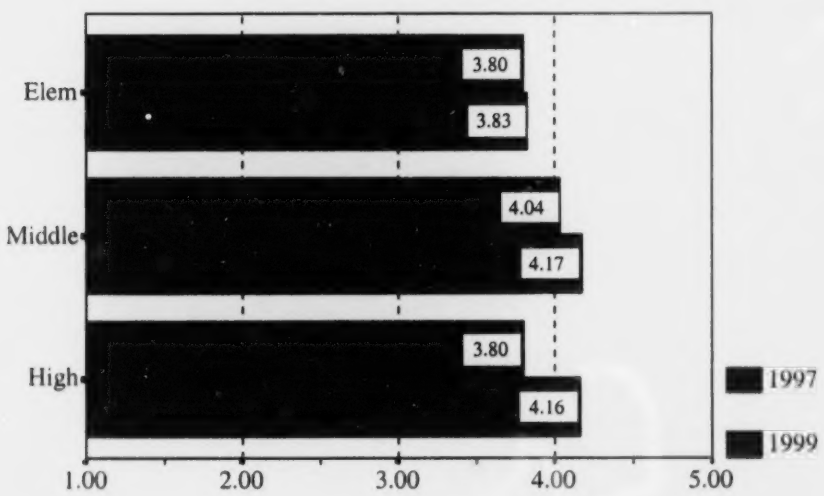
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.83	0.42	4.00	-1.11
Middle	21	4.17	0.42	4.00	0.42
High	19	4.16	0.51	4.00	-0.09

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 2: Status with Colleagues Subscale

Means by Grade Level and Year



Professional Growth

This 5-item subscale measures teachers' perceptions that the school in which they work provides them with opportunities to continuously increase their skills and knowledge as professionals. Descriptive statistics for this subscale are presented in Table 7. Means for all three groups were in the agreement range, with respective scores of 4.30, 4.10, and 4.27 for the elementary, middle, and high school teachers. Standard deviations ranged from .035 for the elementary respondents to 0.52 for the middle. With only 0.20 between the highest and lowest mean scores, there were no significant differences by school level of respondent. All three groups were very similar in their high level of agreement regarding the availability and value of professional growth opportunities.

Statistical comparison of the two administrations via an independent samples *t* test did not reveal any significant differences from the 1997 scores. The middle school score dropped 0.11 from 4.21, but both the elementary and high school scores increased, from 4.19 (0.11) and 4.07 (0.20), respectively. See Figure 3 for a visual depiction of subscale means by grade level and year.

Table 7: 1999 Professional Growth Subscale

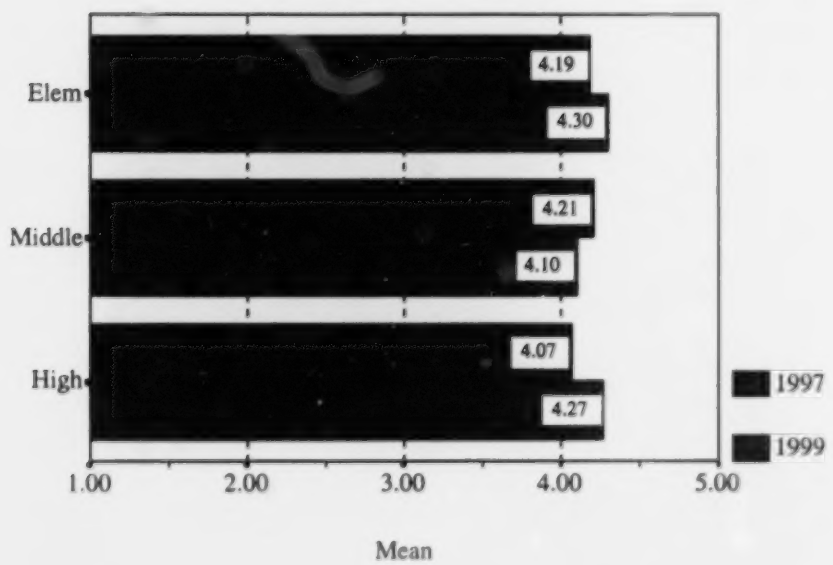
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	4.30	0.35	4.20	0.02
Middle	21	4.10	0.52	4.00	0.32
High	19	4.27	0.46	4.40	-0.53

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 3: Professional Growth Subscale

Means by Grade Level and Year



Self-Efficacy

This 12-item subscale measures teachers' perceptions that they have the skills and abilities to help students learn, are competent in building effective programs for students, and can effect changes in student learning. Descriptive statistics for this subscale are presented in Table 8. Means for all three groups were in the agreement range, with respective scores of 4.37 (the highest mean for the SPES instrument), 4.13, and 4.27 for the elementary, middle, and high school teachers. Standard deviations ranged only from 0.34 to 0.45. With only 0.24 between the highest and lowest mean scores, there were no significant differences by school level of respondent. All three groups were very similar in their high level of agreement regarding their perceptions of self-efficacy.

Statistical comparison of the two administrations via an independent samples *t* test revealed a significant gain (0.32) for the high school respondents from their 1997 score of 3.95 (t [35] = 2.46, $p < .05$). The elementary score increased 0.03 from the 1997 value of 4.34, but the middle school score decreased 0.03 from 4.16 in 1997. See Figure 4 for a visual depiction of subscale means by grade level and year.

Table 8: 1999 Self-Efficacy Subscale

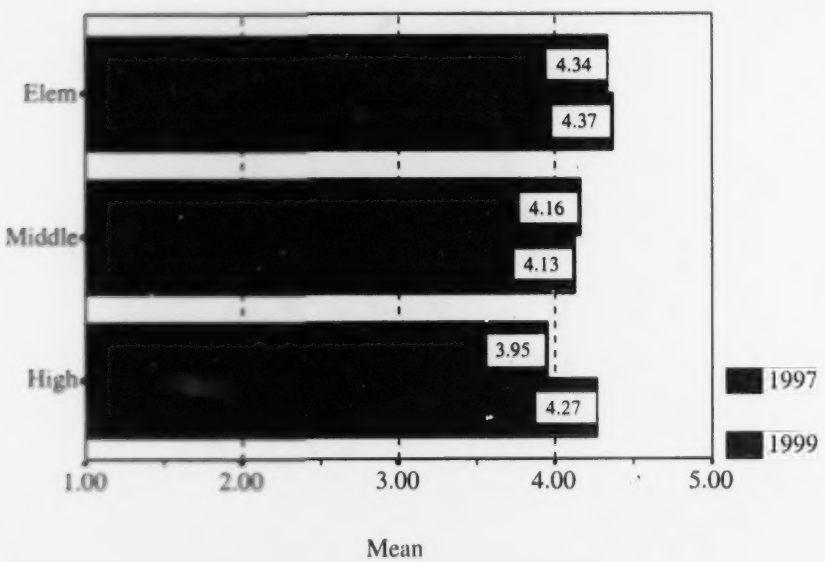
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	4.37	0.34	4.33	0.16
Middle	21	4.13	0.45	4.00	-0.09
High	19	4.27	0.42	4.25	0.04

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 4: Self-Efficacy Subscale

Means by Grade Level and Year



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Autonomy in Scheduling

This 3-item subscale measures teachers' sense of freedom to make decisions that control certain aspects of their work life, such as scheduling. Descriptive statistics for this subscale are presented in Table 9. Middle and high school teachers had similar mean scores in the disagreement range, with 2.78 and 2.98, respectively (the lowest scores for the SPES instrument), although both scores are very close to a neutral 3.00. The elementary teachers' score fell in the neutral range at 3.66. Standard deviations were higher for this subscale, ranging from 0.80 for the middle group to 1.05 for the high school. ANOVA results show a significant difference between the responses ($F[2, 77] = 8.20, p < .01$), indicating, not surprisingly, that elementary teachers felt more autonomy in scheduling than did either the middle or high school teachers.

Statistical comparison of the two administrations via an independent samples t test did not reveal any significant differences from the 1997 scores. Both the elementary and high school groups increased from the 1997 scores of 3.59 (0.07) and 2.78 (0.20); the middle school score decreased 0.31 from a 1997 score of 3.09. See Figure 5 for a visual depiction of subscale means by grade level and year.

Table 9: 1999 Autonomy in Scheduling Subscale

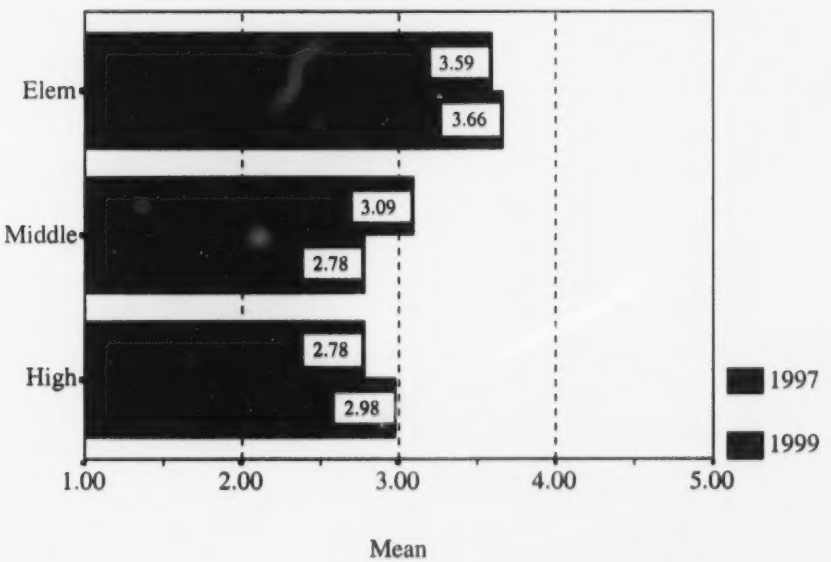
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.66	0.83	4.00	-0.41
Middle	21	2.78	0.80	2.67	0.31
High	19	2.98	1.05	3.00	-0.41

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 5: Autonomy in Scheduling Subscale

Means by Grade Level and Year



Impact

This 5-item subscale measures teachers' sense that they have an effect and influence on school life. Descriptive statistics for this subscale are presented in Table 10. Means for all three groups were in the neutral range, with respective scores of 3.62, 3.77, and 3.94 for the elementary, middle, and high school teachers. Standard deviations ranged only from 0.46 to 0.53. With 0.32 between the highest and lowest mean scores, there were no significant differences by school level. All three groups were very similar in their sense of perceived impact.

Statistical comparison of the two administrations via an independent samples *t* test revealed a significant gain (0.37) for the high school respondents from their 1997 score of 3.57 (t [35] = 2.28, $p < .05$). Both the elementary and middle school scores increased from 1997, as well: 0.03 from the elementary mean of 3.59 and 0.05 from the middle school mean of 3.72. In sum, all three groups showed at least a marginal increase from their 1997 scores. See Figure 6 for a visual depiction of subscale means by grade level and year.

Table 10: 1999 Impact Subscale

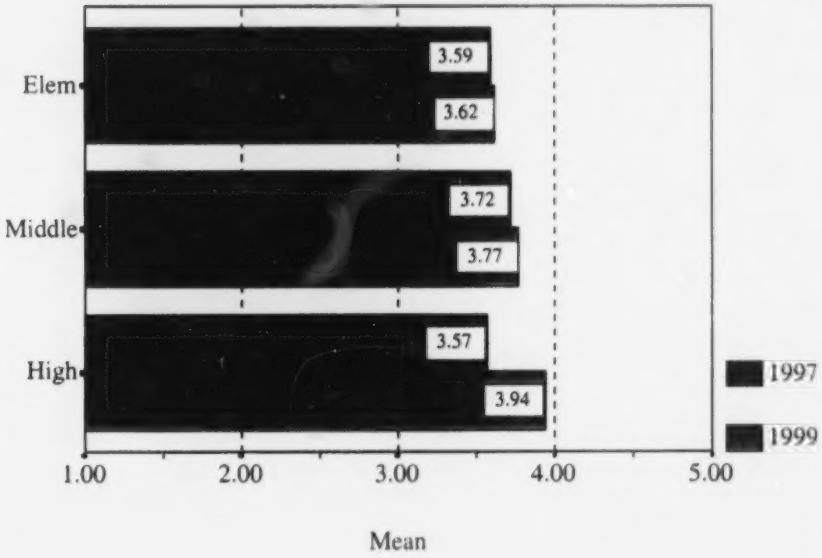
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.62	0.46	3.60	-0.40
Middle	21	3.77	0.53	3.80	0.03
High	19	3.94	0.53	4.00	0.30

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 6: Impact Subscale

Means by Grade Level and Year



School-Wide Professional Community (SWPC)

Shared Sense of Purpose

This 5-item subscale measures the extent to which staff agree on and accept the central mission of the school. Descriptive statistics for this subscale are presented in Table 11. Respondents from all three school levels had means in the neutral range (3.49, 3.45, and 3.68, respectively, for elementary, middle, and high), with standard deviations ranging from 0.53 to 0.74. One caution to note is the negative skew values above 1.0 (-1.15 and -1.11) for the middle and high school teachers' scores. The values indicate these were not normal distributions of scores, which could be attributable to the small sample size.

With 0.23 between the highest and lowest mean scores, there were no significant differences by school level of respondent. All three groups were very similar in their sense of a common vision for the school.

Statistical comparison of the two administrations via an independent samples *t* test did not reveal any significant differences from the 1997 scores. Both the middle and high school scores increased from 1997 (3.30 and 3.59), with gains of 0.15 and 0.09, but the elementary score decreased 0.04 from 3.53 in 1997. For both years, the middle school score was the lowest. See Figure 7 for a visual depiction of subscale means by grade level and year.

Table 11: 1999 Shared Sense of Purpose Subscale

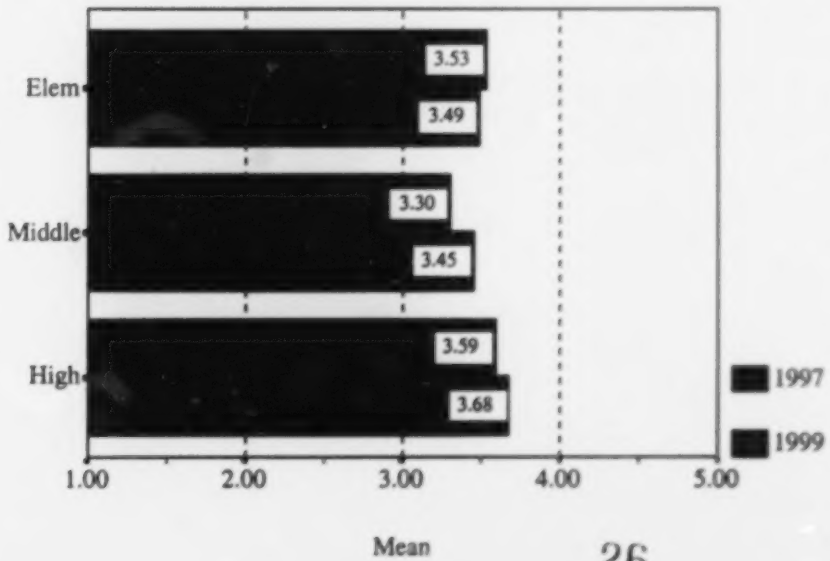
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.49	0.60	3.60	-0.18
Middle	21	3.45	0.74	3.60	-1.15
High	19	3.68	0.53	3.80	-1.11

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 7: Shared Sense of Purpose Subscale

Means by Grade Level and Year



Collaborative Activity

This 6-item subscale measures the extent to which staff share and coordinate curricula and activities both within and among schools. Descriptive statistics for this subscale are presented in Table 12. Respondents from all three school levels had means in the neutral range (3.35, 3.37, and 3.32, respectively, for elementary, middle, and high), with standard deviations ranging from 0.48 to 0.66. With only 0.05 between the highest and lowest mean scores, there were no significant differences by school level of respondent. All three groups were very similar in their sense of collaboration.

Statistical comparison of the two administrations via an independent samples *t* test did not reveal any significant differences from the 1997 scores. Both the elementary and middle school scores increased from 1997 (3.33 and 3.27), with respective gains of 0.02 and 0.10, and the high school score remained the same at 3.32. See Figure 8 for a visual depiction of subscale means by grade level and year.

Table 12: 1999 Collaborative Activity Subscale

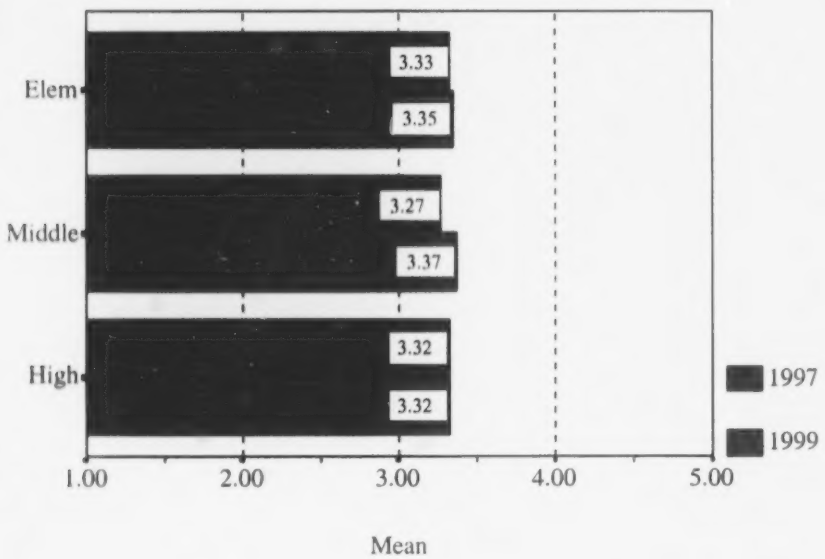
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.35	0.48	3.50	-0.59
Middle	21	3.37	0.66	3.33	0.48
High	19	3.32	0.55	3.33	0.39

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 8: Collaborative Activity Subscale

Means by Grade Level and Year



Collective Focus on Student Learning

This 6-item subscale measures the degree to which teaching activities are geared toward instilling high-level authentic skills in students. Descriptive statistics for this subscale are presented in Table 13. Respondents from all three school levels had means in the neutral range (3.74, 3.39, and 3.61, respectively, for elementary, middle, and high), with standard deviations ranging from 0.44 to 1.00 (middle school). The elementary score of 3.74 was the highest mean in the SWPC subscales. With 0.35 between the highest and lowest mean scores, there were no significant differences by school level. All three groups were very similar in their sense of a collective focus on student learning.

Statistical comparison of the two administrations via an independent samples *t* test did not reveal any significant differences from the 1997 scores. All three group scores did increase from 1997: the elementary 0.16 from 3.58, the middle 0.29 from 3.10, and the high 0.20 from 3.41. For both years, the middle school group had the lowest subscale scores. See Figure 9 for a visual depiction of subscale means by grade level and year.

Table 13: 1999 Collective Focus on Student Learning Subscale

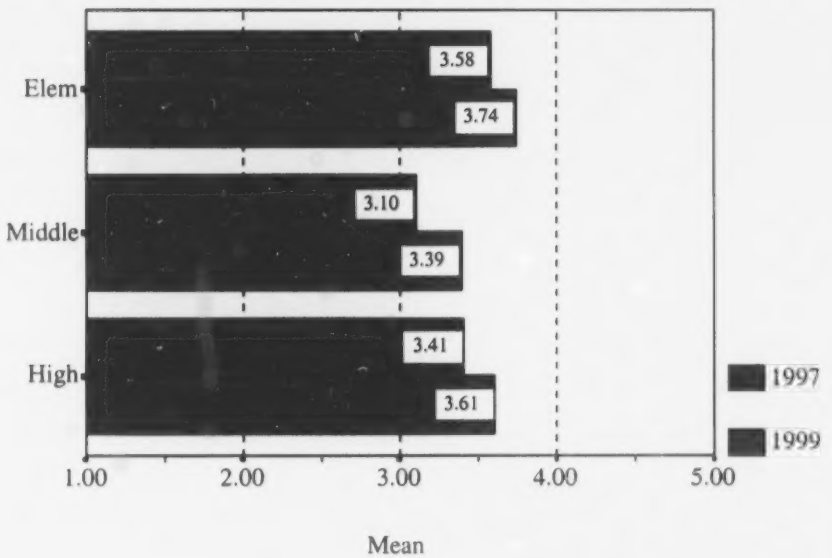
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.74	0.47	3.83	-0.80
Middle	21	3.39	1.00	3.50	-0.82
High	19	3.61	0.44	3.67	-0.52

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 9: Collective Focus on Student Learning Subscale

Means by Grade Level and Year



Deprivatized Practice

This 7-item subscale measures the degree to which teachers use methods such as peer coaching, teamed teaching, and classroom observations to improve both classroom practice and collegial relationships. Descriptive statistics for this subscale are presented in Table 14. Respondents from all three school levels had means in the disagreement range (2.53, 2.68, and 2.77, respectively, for elementary, middle, and high), with standard deviations ranging from 0.74 to 0.77. With 0.24 between the highest and lowest mean scores, there were no significant differences by school level of respondent. All three groups were very similar in their sense of sharing of practice, or lack thereof.

Statistical comparison of the two administrations via an independent samples *t* test did not reveal any significant differences from the 1997 scores. Both the elementary and high school group scores increased from 1997: the elementary by 0.26 from 2.27 and the high by 0.11 from 2.66. The middle school score dropped by 0.15 from 2.83. For both years, the elementary school group had the lowest subscale scores. This subscale received the lowest scores on either the SPES or SWPC. See Figure 10 for a visual depiction of subscale means by grade level and year.

Table 14: 1999 Deprivatized Practice Subscale

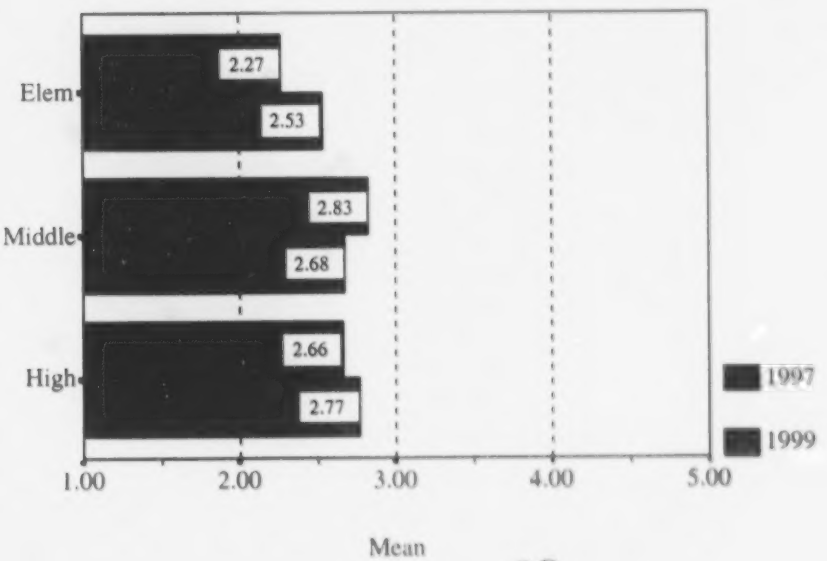
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	2.53	0.77	2.33	-0.08
Middle	21	2.68	0.74	3.00	-0.13
High	19	2.77	0.74	3.00	-0.38

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 10: Deprivatized Practice Subscale

Means by Grade Level and Year



Reflective Dialogue

This 6-item subscale measures the extent to which teachers spend time thinking about and discussing their work and their ideas about teaching. Descriptive statistics for this subscale are presented in Table 15. Respondents from all three school levels had means in the neutral range (3.44, 3.45, and 3.48, respectively, for elementary, middle, and high), with standard deviations ranging from 0.47 to 0.75. With only 0.04 between the highest and lowest mean scores, there were no significant differences by school level of respondent. All three groups were very similar in their sense of time spent on reflection.

Statistical comparison of the two administrations via an independent samples *t* test did not reveal any significant differences from the 1997 scores. Both the elementary and high school group scores increased from 1997: elementary by 0.09 from 3.35 and high school by 0.32 from 3.16. The middle school score dropped an almost negligible 0.01 from 3.46. See Figure 11 for a visual depiction of subscale means by grade level and year.

Table 15: 1999 Reflective Dialogue Subscale

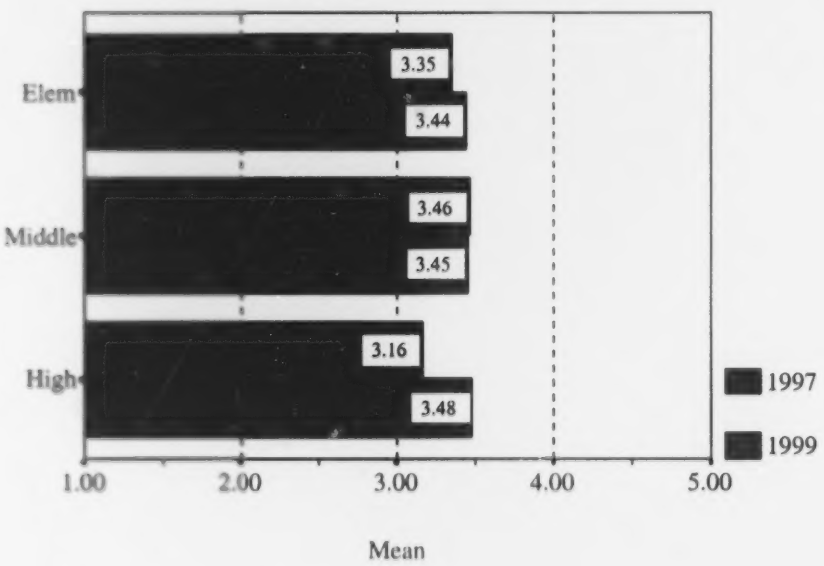
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	40	3.44	0.64	3.67	-0.31
Middle	21	3.45	0.75	3.33	-0.30
High	19	3.48	0.47	3.50	0.09

*Range of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 11: Reflective Dialogue Subscale

Means by Grade Level and Year



Index of Perceived Organizational Effectiveness (IPOE)

Descriptive statistics for the total scale for this instrument are presented in Table 16. Although the response stems are unique for each of the eight items, there is a common thread throughout in that higher scores on the 5-point Likert-type scales indicate a higher perception of organizational effectiveness.

Out of a possible score of 40, respondents from all three school levels had total mean scores of 23.42, 23.81, and 27.67, respectively, for the elementary, middle, and high school teachers. Standard deviations ranged from 2.57 for the high school teachers to 5.24 for the middle school. ANOVA results show a significant difference between the high school and both the elementary and middle school responses (F [2, 74] = 6.10, $p < .01$), indicating the high school teachers had higher perceptions of their school's organizational effectiveness than their counterparts in the lower levels.

Statistical comparison of the two administrations via an independent samples t test revealed a significant decrease (3.63) for the middle school respondents from their 1997 score of 27.44 (t [37] = -2.30, $p < .05$). The high school teachers' score increased by 1.84 from 25.83, but the elementary score decreased 1.15 from 24.57. For both years, the elementary group had the lowest subscale scores. See Figure 12 for a visual depiction of the total scale means by grade level and year.

Table 16: 1999 IPOE Total Scale

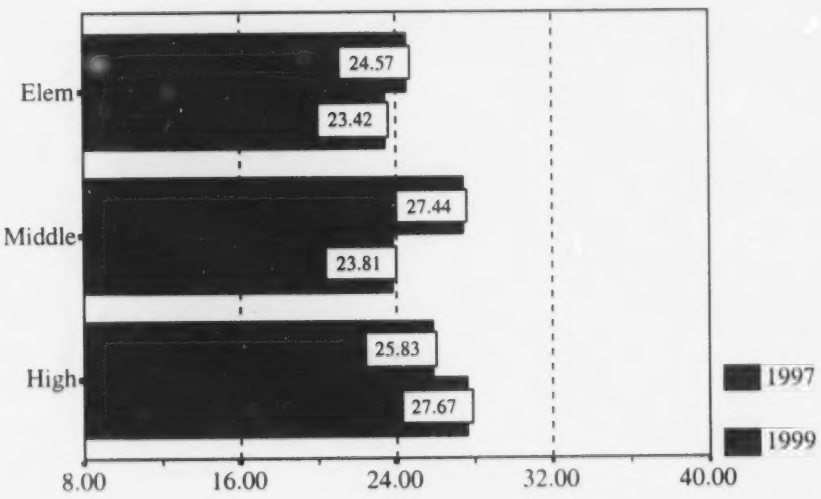
Descriptive Statistics by Grade Level

Level	*n*	Mean*	Std. Dev.	Median	Skew
Elementary	38	23.42	4.54	24.00	-0.53
Middle	21	23.81	5.24	26.00	-0.39
High	18	27.67	2.57	27.50	0.65

*Range of 8 to 40.

Figure 12: IPOE Total Scale

Means by Grade Level and Year



Overall Division Findings

Previous sections in this report have presented posttest findings by subscale for each instrument administered in April 1999. Following is a summary of significant findings and effect sizes by survey, followed by correlations among the instruments and their subscales.

Summary of Significant Findings and Effect Sizes

SPES. The SPES instrument showed four statistically significant subscale gains for the high school teachers from the 1997 pretest to the 1999 posttest: Decision Making, Status with Colleagues, Self-Efficacy, and Impact. These gains ranged from 0.32 for Self-Efficacy to 0.53 for Decision Making. Effect sizes, defined as "the *degree* to which the phenomenon is present in the population" (Cohen, 1977, p. 9) or an "indication for practical meaningfulness" (Fan, 1999) were also calculated for these significant *t* tests. Cohen's guidelines for interpreting effect sizes were used for defining these figures: small = 0.2, medium = 0.5, and large = 0.8. The Decision Making gain of 0.53 had an effect size of 1.29, well above Cohen's "large" descriptor; both the Self-Efficacy and Impact subscale gains had large effect sizes, as well (0.86 and 0.82, respectively). The Status with Colleagues subscale gain was of medium size (0.61). These effect sizes, combined with statistical significance, indicate that the subscale gains were not due to chance and that the magnitude of the gains was substantial. See Table 17 for further detail.

The SPES instrument also showed three statistically significant differences among the 1999 schools. The high school teachers had a significantly higher score than the elementary teachers on the Decision Making subscale, with a small effect size of 0.31. Both the middle and high school teachers had significantly higher scores than the elementary teachers for the Status with Colleagues subscale, with a small effect size of 0.39. And, the elementary teachers had a significantly higher score than both the middle and high school teachers for the Autonomy in Scheduling subscale, with a small effect size of 0.45. These effect sizes indicate that statistical significance was not accompanied by much practical meaningfulness or educational importance. See Table 18 for further detail. For a visual depiction of all SPES subscale means by a combination of year and grade level, see Figure 13 in Appendix B.

SWPC. The SWPC instrument did not show any statistically significant subscale gains for the elementary, middle, or high school teachers from the 1997 pretest to the 1999 posttest. Further, the instrument did not show any statistically significant differences among the 1999 schools. For a visual depiction of all SWPC subscale means by a combination of year and grade level, see Figure 14 in Appendix B.

IPOE. The IPOE instrument showed a statistically significant decrease for the middle school teachers' score from the 1997 pretest to the 1999 posttest, with a large effect size of 0.81, indicating that the decrease was not due to chance and the magnitude of the loss was substantial. (This decrease of 3.63 was the only significant decline for any of the groups across the three surveys.) See Table 17 for further detail.

The IPOE instrument also showed a statistically significant difference among the 1999 schools. The high school teachers had a significantly higher score than both the elementary and middle school teachers, with a small effect size of 0.39, indicating that statistical significance was not accompanied by much practical meaningfulness or educational importance. See Table 18 for further detail. For a visual depiction of the IPOE total scale means by a combination of year and grade level, see Figure 15 in Appendix B.

Table 17: Significant Independent Samples *t* Test Results for the

SPES Subscales and the IPOE Total Scale by Grade Level and Year

Subscale	Level	Year	*n*	Mean	Std. Dev.	St.Er. Mean	*t* Value	*df*	Sig.	Score Diff.	Effect Size
SPES Dc.Mkg.	High	1999 1997	19 18	3.61 3.08	0.58 0.41	0.13 0.10	3.16	35	.003**	0.53	1.29
SPES Status	High	1999 1997	19 18	4.16 3.80	0.51 0.59	0.12 0.14	2.00	35	.053*	0.36	0.61
SPES Self-Eff.	High	1999 1997	19 18	4.27 3.95	0.42 0.37	0.10 0.09	2.46	35	.019*	0.32	0.86
SPES Impact	High	1999 1997	19 18	3.94 3.57	0.53 0.45	0.12 0.11	2.28	35	.029*	0.37	0.82
IPOE Total	Middle	1999 1997	21 18	23.81 27.44	5.24 4.50	1.14 1.06	-2.30	37	.027*	-3.63	0.81

*$p \leq .05$
**$p < .01$

Table 18: Significant ANOVA Results for the

SPES Subscales and the IPOE Total Scale by Grade Level

Subscale	*df*	*F* Ratio	Sig.	Sig. Diff. by School Levels	Effect Size
SPES Decision Making	2, 77	3.97	.023*	High > Elementary	0.31
SPES Status with Colleagues	2, 77	5.66	.005**	Middle and High > Elementary	0.39
SPES Autonomy in Scheduling	2, 77	8.20	.001**	Elementary > Middle and High	0.45
IPOE Total Scale	2, 74	6.10	.004**	High > Elementary and Middle	0.39

*$p < .05$
**$p < .01$

Correlations

Table 19 presents the overall relationships among the three instruments for the posttest. The results show moderate positive correlations among the three measures ($p < .001$), all stronger than the pretest correlations. Although causal relationships cannot be ascertained, the data show a connection among empowerment, professional community, and perceived school effectiveness. These relationships support the concept of organizational capacity as an amalgamation of these three constructs.

Table 20 presents a correlation matrix indicating the relationships among the SPES and SWPC subscales and the IPOE total scale. One of the most salient findings in this matrix is the number of process-oriented SPES and SWPC subscale variables positively correlated with the behavioral capacity IPOE variable of perceived school effectiveness. The matrix shows that 10 of the 11 subscales had moderate to low positive significant relationships with the concept, indicating that perceived organizational effectiveness increased as other subscale values rose. The only subscale not significantly correlated to the IPOE total scale was the SPES Autonomy in Scheduling ($r = -.01$, $p > .05$). In fact, this subscale showed only two weak significant correlations in the entire matrix: with SPES Self-Efficacy ($r = .23$, $p < .05$) and SWPC Collective Focus on Student Learning ($r = .30$, $p < .01$). The strongest correlation was found between two SWPC subscales: Collective Focus on Student Learning and Shared Sense of Purpose ($r = .65$, $p < .001$).

Table 19: Correlation Coefficients Among the

SPES, SWPC, and IPOE Instrument Scores

	SPES	SWPC	IPOE
IPOE	0.62***	0.56***	1.00
SWPC	0.56***	1.00	
SPES	1.00		

***$p < .001$

Table 20: Correlation Coefficients Among the

SPES and SWPC Subscales and the IPOE Total Scale

	SPES DcMk	SPES Status	SPES ProGr	SPES Slf-Ef	SPES Auton	SPES Impact	SWPC ShrPur	SWPC Collab	SWPC StdLrn	SWPC DepPr	SWPC RfDia	IPOE Total
IPOE Total	.31**	.42***	.38**	.26*	-.01	.44***	.58***	.40***	.48***	.25*	.25*	1.00
SWPC RfDia	.18	.11	.17	.17	.05	.39***	.18	.46***	.27*	.50***	1.00	
SWPC DepPr	.10	.03	-.03	.06	.11	.21	.07	.45***	.21	1.00		
SWPC StdLrn	.16	.24*	.32**	.28*	.30**	.14	.65***	.57***	1.00			
SWPC Collab	.27*	.16	.26*	.21	.20	.35**	.46***	1.00				
SWPC ShrPur	.27*	.54***	.41***	.26*	.16	.42***	1.00					
SPES Impact	.52***	.47***	.33**	.45***	.12	1.00						
SPES Auton	.12	-.09	-.01	.23*	1.00							
SPES Slf-Ef	.48***	.33**	.49***	1.00								
SPES ProGr	.40***	.36**	1.00									
SPES Status	.43***	1.00										
SPES DcMk	1.00											

*$p < .05$
**$p < .01$
***$p < .001$

FINDINGS BY SCHOOL

Previous sections have reported findings only at the *subscale level* for each instrument, but attention is now given to individual *items* by school in order to provide a "portrait" of each school now that two years of technical assistance and curriculum alignment have taken place in RCPS. Comparisons can be made to the baseline portraits created in 1997. Descriptive statistics can be found for each item by school level in Table 21 in Appendix C.

Descriptive

★ For the 1998-99 school year, 40 faculty members at the RCPS elementary school completed surveys. See Figures 16 and 17 for depictions of the percent of agreement by the elementary teachers for each individual item on the SPES and SWPC. Items are arranged by subscale (see prior Tables 1 and 3 for subscale composition). Figure 18 depicts the percent of positive responses by the teachers for each item on the IPOE.

SPES

★ The elementary teachers reported high, even total, levels of agreement on some empowerment items related to self-efficacy and professional growth, yet low to no agreement on some items in the area of decision making.

★ **Decision Making Subscale (Items 1, 7, 11, 13, 17, 21, 25, 26):** About three fourths felt they had the freedom to make decisions, including curriculum and content, and were able to teach as they chose. Approximately half felt they had responsibility to monitor programs and to make decisions regarding new program implementation. Only 3% indicated they were involved in school budget decisions, and none claimed decision-making authority related to selecting other teachers.

★ **Status with Colleagues Subscale (Items 2, 3, 8, 15, 22, 23):** In general, about 75% or more of the elementary teachers felt they had collegial respect and support, and felt they were treated professionally. Slightly less than that (68%) thought they worked at a school where kids come first.

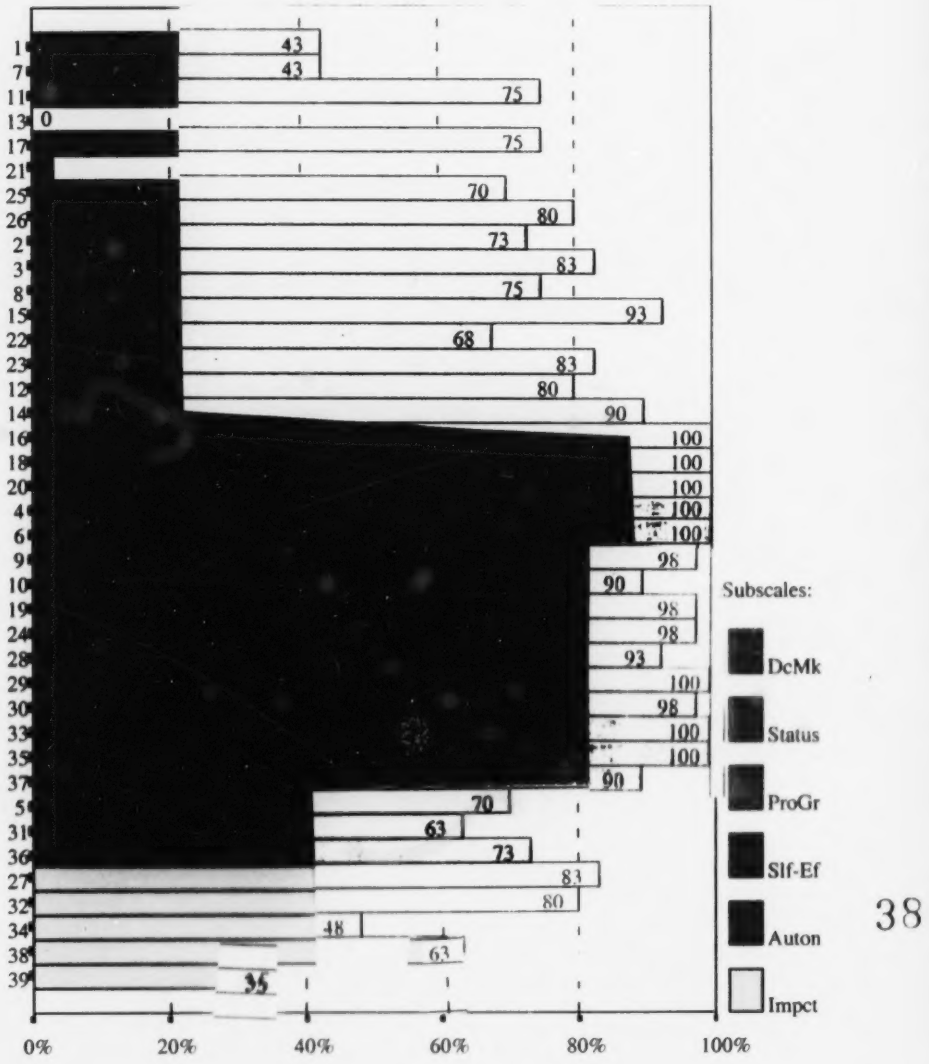
★ **Professional Growth Subscale (Items 12, 14, 16, 18, 20):** All of the teachers felt they had grown professionally during the past year, felt involved in an important program for children, and believed in the value of professional development. Although 90% indicated they had the opportunity for professional growth, only 80% reported they took advantage of those opportunities.

★ **Self-Efficacy Subscale (Items 4, 6, 9, 10, 19, 24, 28, 29, 30, 33, 35, 37):** No less than 90% of the teachers indicated agreement for all of the self-efficacy items (100% for five items), indicating high levels of perceived efficacy.

★ **Autonomy in Scheduling Subscale (Items 5, 31, 36):** Elementary teachers felt a great deal more autonomy than their middle school counterparts and, to some extent, the high school teachers. About 70% indicated freedom in planning, setting, and controlling their daily schedules.

★ **Impact Subscale (Items 27, 32, 34, 38, 39):** Approximately 80% of the teachers felt they had the opportunity to collaborate with other teachers, both within and outside their school, but only 35% felt they had an opportunity to teach others about innovative ideas. About half indicated their advice was solicited.

Figure 16: Percent of Elementary School Agreement for SPES Items



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SWPC

★ **Shared Sense of Purpose Subscale (Items 40-44):** More than half of the elementary teachers agreed with all of the items related to a shared sense of purpose within the school, i.e., shared beliefs/values, clear goals and priorities, acceptance of district vision, agreement on achievement standards and grading policies, and agreement on expectations for student learning.

★ **Collaborative Activity Subscale (Items 45-50):** Sixty-five percent of the teachers indicated they received useful suggestions for both curriculum materials and teaching techniques from others within their district. About half (53%) said they made a conscious effort to coordinate the content of their classes across the district and felt there was group decision making in typical planning periods. Forty percent felt there was a great deal of cooperative effort, and only 28% indicated they met often with others in their district regarding instruction-related work.

★ **Collective Focus on Student Learning Subscale (Items 51-56):** About 75% of the teachers agreed with five of the related items, i.e., higher level skills and creative thinking are important student goals, teachers exhibit commitment to authentic curriculum and assessment, and staff share a focused school vision for student learning. Fifty-five percent agreed the teachers in their district focus on what and how well students are learning, rather than on how they are teaching.

★ **Deprivatized Practice Subscale (Items 57-63):** Between 33% and 40% of the elementary teachers indicated that they received meaningful feedback on their performance from peers, and that both colleagues and supervisors regularly observed their work. Although 15% indicated they had both visited a peer's classroom and been visited by a peer from another classroom to discuss teaching/learning situations, only 5% and 10%, respectively, agreed this had taken place with peers from other schools.

★ **Reflective Dialogue Subscale (Items 64-69):** Although 75% and 73% agreed that, during meetings, discussion took place regarding how students learn and the evaluation of student learning, only 60% indicated having discussions about the teaching profession and 45% about school goals. About half agreed that planning periods included a discussion of student problems; 35% indicated a discussion of teaching practices.

IPOE

★ Organizational effectiveness was rated less positively by the elementary teachers than empowerment or professional community. Only 50% believed their school produced products or services of good or excellent quality (**Item 71**), and this was the highest percent of positive response for all of the IPOE items.

★ Thirty-three percent felt their school did a very good to excellent job of coping with emergencies/disruptions (**Item 77**). About one fourth believed they did a very good to excellent job of anticipating problems and minimizing their effects (**Item 73**), rated their school's production level as high or very high (**Item 70**), and claimed staff were informed or very informed about innovations (**Item 74**); 18% rated their school's efficiency as very or extremely efficient (**Item 72**).

★ Interestingly, even though none of the teachers felt that staff in their school could rapidly or immediately change their behavior to accept and adjust to changes in methods, routines, or equipment (**Item 75**), 23% said that more than half of their staff had attitudes amenable to readily accepting and adjusting to such change (**Item 76**).

Figure 17: Percent of Elementary School Agreement for SWPC Items

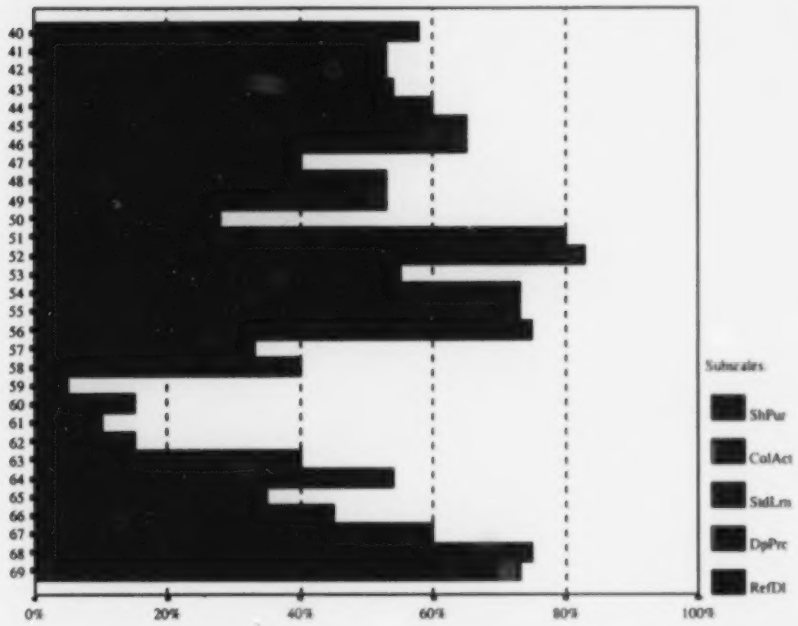
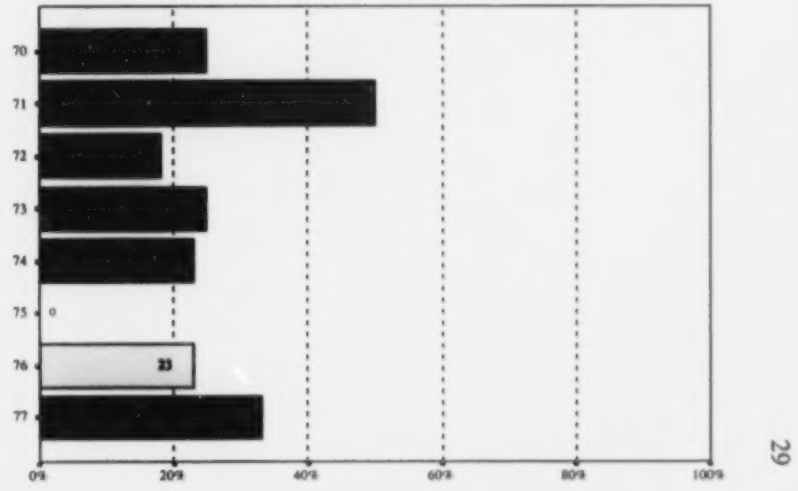


Figure 18: Percent of Elem. School Positive Responses for IPOE Items



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Descriptive

★ For the 1998-99 school year, 21 faculty members at the RCPS middle school completed surveys. See Figures 19 and 20 for depictions of the percent of agreement by the middle school teachers for each individual item on the SPES and SWPC. Items are arranged by subscale (see prior Tables 1 and 3 for subscale composition). Figure 21 depicts the percent of positive responses by the teachers for each item on the IPOE.

SPES

★ The middle school teachers reported high, even total, levels of agreement on some of the empowerment items related to professional growth and self-efficacy, yet low agreement on some items in the areas of decision making and autonomy.

★ **Decision Making Subscale (Items 1, 7, 11, 13, 17, 21, 25, 26):** Of the eight decision-making items, only two (able to teach as I choose and I am a decision maker) received more than 75% agreement. About half of the teachers agreed they had authority to make decisions regarding curriculum and instruction, along with responsibility for implementing/monitoring programs. Agreement with items concerning decision-making authority in budgets and personnel hiring was much less common (19% and 10%).

★ **Status with Colleagues Subscale (Items 2, 3, 8, 15, 22, 23):** Middle school teachers were in strong agreement that they had the support and respect of their colleagues, with more than 90% agreement with each item.

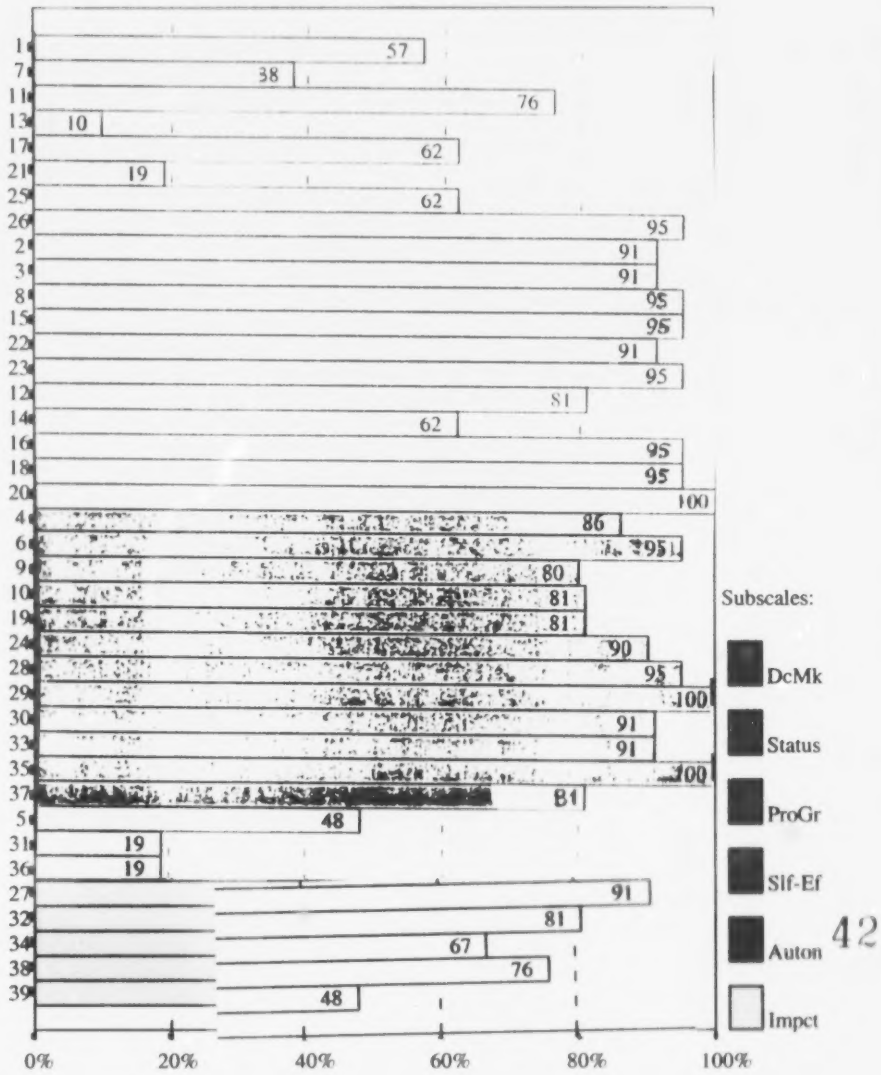
★ **Professional Growth Subscale (Items 12, 14, 16, 18, 20):** Teachers were convinced of the value of professional development, with 100% agreement. Ninety-five percent agreed they had grown professionally during the past year and felt they were involved in an important program for children. Although 81% indicated they had participated in staff development, only 62% agreed they had the opportunity for professional growth.

★ **Self-Efficacy Subscale (Items 4, 6, 9, 10, 19, 24, 28, 29, 30, 33, 35, 37):** All 12 of the self-efficacy items received at least 80% agreement by the middle school teachers, indicating a high level of perceived efficacy.

★ **Autonomy in Scheduling Subscale (Items 5, 31, 36):** There was much less agreement on items dealing with autonomy. Although 48% agreed they had control over their daily schedules, only 19% agreed with items concerning setting and planning their schedules.

★ **Impact Subscale (Items 27, 32, 34, 38, 39):** Agreement on the issue of impact was mixed. More than 80% agreed they were able to collaborate with other teachers, both within and outside their school. About 70% felt their advice was solicited by other staff, but only 48% felt they had opportunities to teach others.

Figure 19: Percent of Middle School Agreement for SPES Items



SWPC

★ **Shared Sense of Purpose Subscale (Items 40-44):** Overall, a sense of shared purpose received the most agreement by middle school teachers on this survey. However, this agreement was only up to 71%, for clear school goals and priorities. Each of the other items received between 52% to 67% agreement.

★ **Collaborative Activity Subscale (Items 45-50):** Almost 70% agreed they tried to coordinate course content across the schools, and more than 50% agreed they received suggestions for curriculum materials or teaching techniques from colleagues and that there was a great deal of cooperative effort among staff. Only 38% said planning periods included instruction-related discussion, and less than 25% indicated they met with others regarding lesson planning or other collaborative work.

★ **Collective Focus on Student Learning Subscale (Items 51-56):** The idea of a collective focus on student learning received middle school teachers' second highest level of agreement on the SWPC. More than 60% agreed creative thinking was an important student goal, and 43% agreed that teachers focused on student learning rather than on their own teaching. About half of the teachers agreed with each of the remaining items.

★ **Deprivatized Practice Subscale (Items 57-63):** This was the least agreed-upon concept for the middle school teachers. Sixty-two percent agreed their supervisor observed their work and provided feedback, and 38% indicated others in the building regularly observed their work and that they received meaningful feedback on their performance. About 20% agreed they had both visited a peer's classroom and been visited by a peer from another classroom to discuss teaching/learning situations, but none of the teachers were visited by a teacher from another school and only 10% agreed they had visited a peer's school.

★ **Reflective Dialogue Subscale (Items 64-69):** Middle school teachers did report some reflective dialogue taking place in their school. In fact, more than 75% agreed that planning periods included discussion of student problems and solutions, and 38% said these periods included discussion of specific teaching practices. More than 50% agreed that group meetings included discussion of teaching, student learning, and evaluation; 43% agreed discussions included school goals.

IPOE

★ Similar to the elementary teachers, organizational effectiveness was rated less positively by the middle school teachers than the concepts of empowerment or professional community. About 50% indicated their staff did a very good to excellent job of coping with emergencies and disruptions (**Item 77**), which was the second highest positive response for all of the IPOE items. However, the ability to anticipate problems and minimize their effects was rated fairly low, with only 14% indicating their school was very good to excellent (**Item 73**).

★ Thirty-three percent felt their school's products or services were of good or excellent quality (**Item 71**), 29% said their staff were informed or very informed of new innovations (**Item 74**), and 24% thought they were very or extremely efficient (**Item 72**). Of most concern, though, is that only 5% of the middle school teachers thought there was a high or very high level of production in their school (**Item 70**).

★ Only 24% said their staff could rapidly or immediately change their behavior to accept and adjust to changes in methods, routines, or equipment (**Item 75**), but 52% indicated that more than half of their staff had attitudes amenable to readily accepting and adjusting to such change (**Item 76**).

Figure 20: Percent of Middle School Agreement for SWPC Items

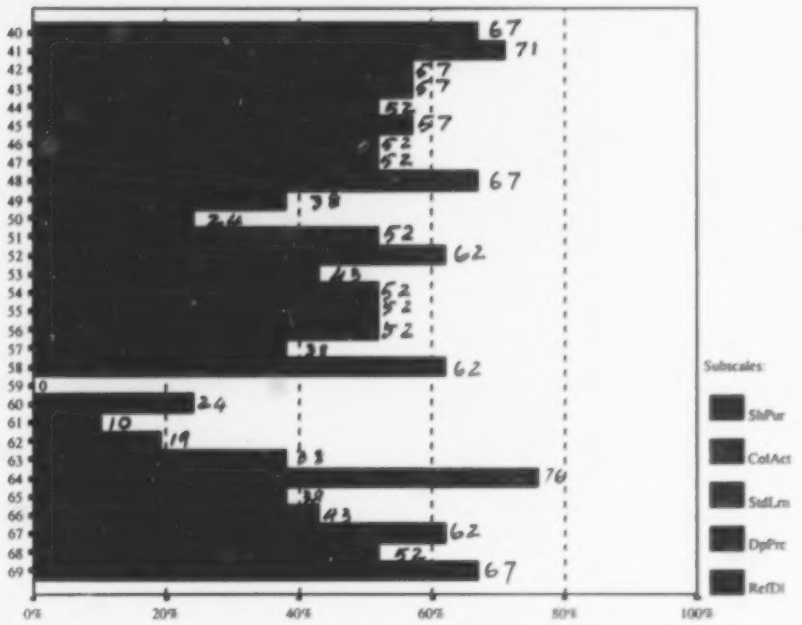
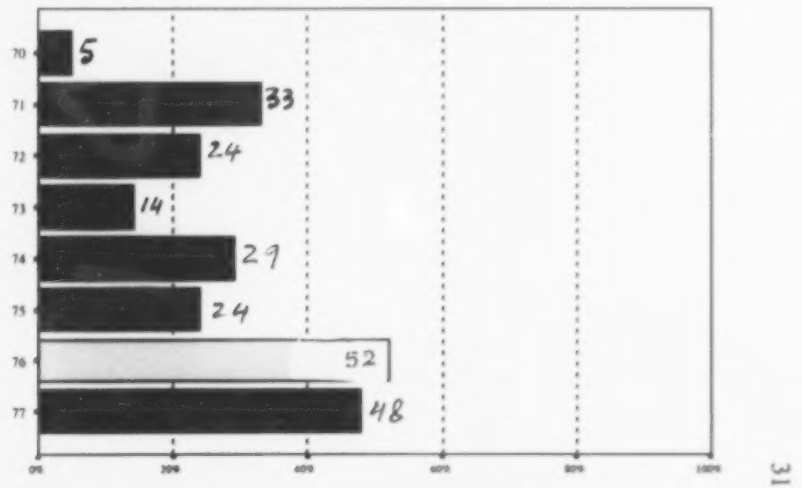


Figure 21: Percent of Middle School Positive Responses for IPOE Items



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Descriptive

★ For the 1998-99 school year, 19 faculty members at the RCPS high school completed surveys. See Figures 22 and 23 for depictions of the percent of agreement by the high school teachers for each individual item on the SPES and SWPC. Items are arranged by subscale (see prior Tables 1 and 3 for subscale composition). Figure 24 depicts the percent of positive responses by the teachers for each item on the IPOE.

SPES

★ The high school teachers reported high, even total, levels of agreement on some of the empowerment items dealing with decision making, status, professional growth, and self-efficacy, yet low agreement for some items in the area of decision making.

★ **Decision Making Subscale (Items 1, 7, 11, 13, 17, 21, 25, 26):** Six of the decision-making items received more than 60% agreement, with 100% of the teachers agreeing they were decision makers. Decision making regarding budgets and selecting other teachers was much less common, with 16% and 5% agreement.

★ **Status with Colleagues Subscale (Items 2, 3, 8, 15, 22, 23):** Overall, teachers felt that they had the support and respect of their colleagues, with more than 75% agreement on each item.

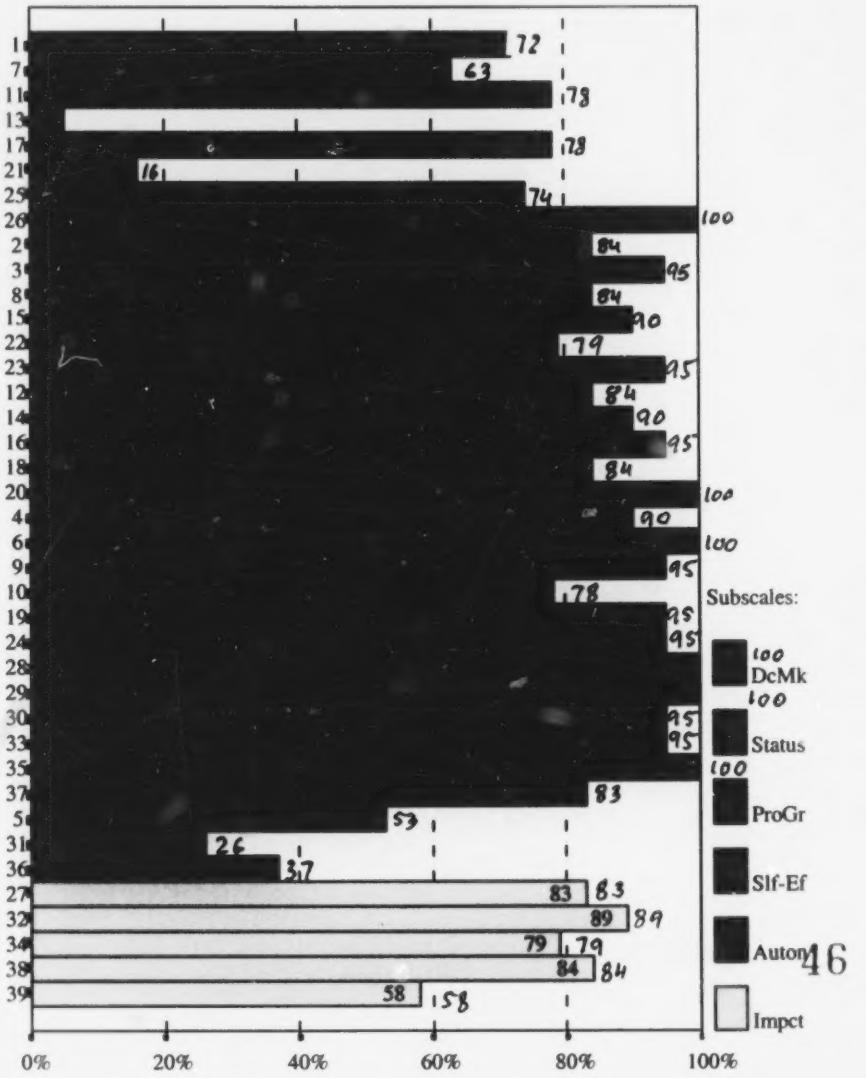
★ **Professional Growth Subscale (Items 12, 14, 16, 18, 20):** Teachers were convinced of the value of professional development, with 100% agreement. Other items received strong agreement as well, although more teachers agreed they had opportunities for development (90%) than actually did participate (84%).

★ **Self-Efficacy Subscale (Items 4, 6, 9, 10, 19, 24, 28, 29, 30, 33, 35, 37):** Ten of the 12 items received at least 90% agreement by the high school teachers, indicating a high level of perceived efficacy. Less common was the belief that teachers were empowering students (78%) and having an impact on other teachers and students (83%).

★ **Autonomy in Scheduling Subscale (Items 5, 31, 36):** There was much less agreement on items dealing with autonomy. Although more than half (53%) agreed they had control over their daily schedules, only 37% agreed they could plan their own schedule and 26% indicated they could determine their schedule.

★ **Impact Subscale (Items 27, 32, 34, 38, 39):** Agreement for the issue of impact was mixed. More than 75% agreed they were able to collaborate with other teachers, both within and outside their school, and felt their advice was solicited by other staff. However, only 58% felt they had opportunities to teach others about innovative ideas.

Figure 22: Percent of High School Agreement for SPES Items



SWPC

★ **Shared Sense of Purpose Subscale (Items 40-44):** Almost three fourths of the high school respondents agreed that there was close agreement among teachers on achievement standards and grading policies and on student learning expectations. The other three items received between 63% and 68% agreement.

★ **Collaborative Activity Subscale (Items 45-50):** Seventy-nine percent agreed there was cooperative effort among staff; more than half agreed they received suggestions for curriculum materials or teaching techniques from others and were coordinating course content across the schools. Eleven percent agreed that planning periods included discussion of instruction, and only 5% indicated they met with others regarding lesson planning, curriculum development, or other instruction-related collaborative work.

★ **Collective Focus on Student Learning Subscale (Items 51-56):** Between approximately half and three fourths of the high school teachers were in agreement with all of the items related to a collective focus on student learning, with most (74%) agreeing that creative thinking was an important student goal. Teacher commitment to authentic assessment received the least agreement (47%).

★ **Deprivatized Practice Subscale (Items 57-63):** The three items receiving the highest level of agreement were receiving performance feedback from peers (58%), and supervisor(s) (42%) or others (26%) observing work and providing feedback. The high school teachers differed from the elementary and middle school teachers in their pattern of agreement for the four items dealing with peer review. For the high school teachers, 16% agreed they had been visited by peers from both another classroom and from another school, and 6% agreed they had visited both another classroom and another school to observe and discuss teaching/learning situations.

★ **Reflective Dialogue Subscale (Items 64-69):** High school teachers reported a fair extent of reflective dialogue taking place in their school. In fact, close to 90% agreed group meetings included discussion of the teaching profession and evaluation of student learning, and 67% indicated discussion of how students learn. Further, 56% indicated group discussion of school and district goals. However, only 28% agreed that planning periods included discussion of student-specific problems and 17% indicated planning period discussions of specific teaching practices.

IPOE

★ Overall, high school teachers rated organizational effectiveness more positively than either the elementary or middle school teachers, though less positively than the concepts of empowerment or professional community. More than half (56%) indicated their staff did a very good to excellent job of coping with emergencies and disruptions (**Item 77**). As well, about half (47%) rated the ability of their staff to anticipate problems and minimize their effects as very good to excellent (**Item 73**).

★ More than half (53%) felt their school's products or services were of good or excellent quality (**Item 71**), 37% said their staff were very to extremely efficient (**Item 72**) and informed or very informed of new innovations (**Item 74**), and 32% thought there was a high level of production in their schools (**Item 70**).

★ Only 26% said their staff could rapidly or immediately change their behavior to accept and adjust to changes in methods, routines, or equipment (**Item 75**), but 47% indicated more than half of their staff had attitudes amenable to readily accepting and adjusting to such change (**Item 76**).

Figure 23: Percent of High School Agreement for SWPC Items

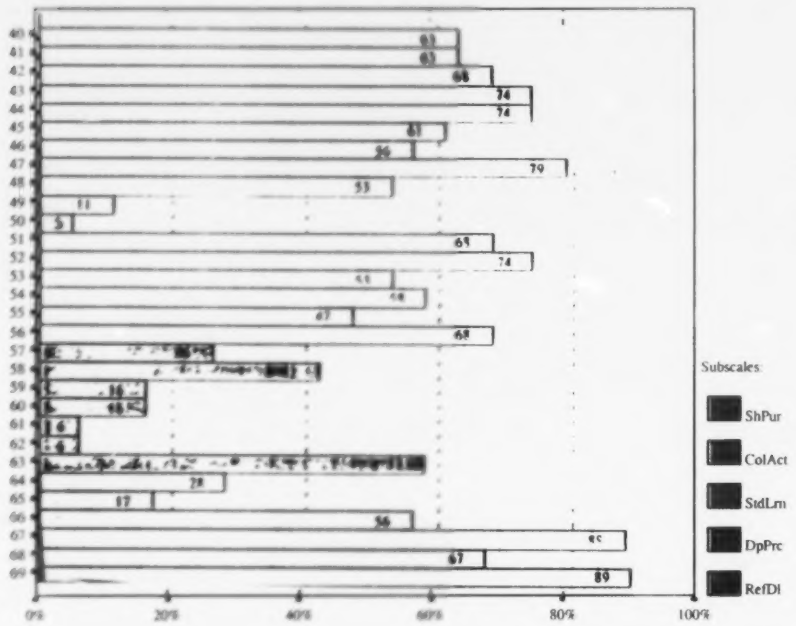
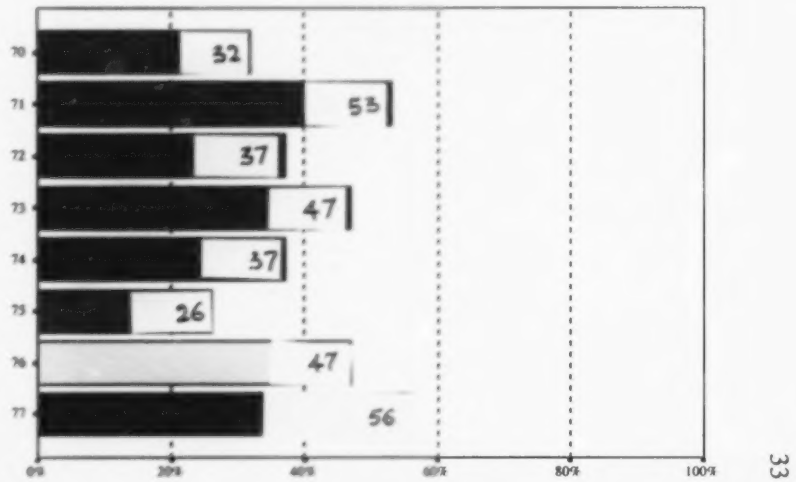


Figure 24: Percent of High School Positive Responses for IPOE Items



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CONCLUSIONS

A number of individual conclusions can be drawn from the findings presented earlier. These conclusions are presented below.

Given the Cronbach alpha reliability estimates obtained for the overall posttest scores, we conclude there was satisfactory reliability in this administration of the three instruments.

Since 1997, the project's technical assistance interventions may have had an impact on several of the areas under study. Based on the high school teachers' increased scores in decision making, self-efficacy, status, and impact, we conclude that improved conditions and practices at the high school have led to a heightened sense of empowerment, recognizing that a change in leadership may also have influenced perceptions of empowerment.

Based on the slight fluctuations in teachers' mean scores from 1997 to 1999, it can be concluded that there was little measurable change in the area of professional learning community since 1997. Further, based on the consistent 1999 ratings by the elementary, middle, and high school teachers, we believe that a division-wide consensus of mediocrity exists in this area, which may be difficult to ameliorate given the high faculty turnover rate.

Based on the decline in middle school teachers' organizational effectiveness score since 1997, we conclude that their views regarding their school's organizational effectiveness have become more discerning over the past two years. Possibly, as they became more aware of the elements that comprise organizational effectiveness, they developed a more realistic view of existing school conditions, resulting in a decreased score. Given the minimal changes in the elementary and high school teachers' scores from 1997 to 1999, we believe that teacher viewpoints in those schools remained constant over time. Furthermore, improvement may be difficult to achieve in this area, given teachers' low perceptions of the ability of their faculties to modify behaviors as a result of change.

Based on 1999 scores, we conclude that high school teachers perceived themselves to have greater decision-making authority than did the elementary teachers, both the middle and high school teachers had higher perceptions of status than did the elementary teachers, and the elementary teachers experienced more autonomy in scheduling than did either the middle or high school teachers. Furthermore, the high school teachers had higher (but still relatively moderate) perceptions of their school's organizational effectiveness than did either the elementary or middle school teachers.

The lowest-scoring subscale in 1999 (and in 1997) was deprivatized practice (SWPC professional learning community); therefore, it can be concluded that this area merits further investigation of existing division conditions. The middle school teachers' declining score in this area further substantiates the need to identify barriers to teachers' use of shared-practice techniques such as peer coaching, team teaching, or classroom observations.

Given the instrumentation used in this study, we conclude that overall, since 1997, the RCPS division has expanded its organizational capacity by making concrete progress in the area of teacher empowerment and minimal progress in the areas of creating sustainable professional learning communities and increasing organizational effectiveness.

RECOMMENDATIONS

A number of recommendations can be made based on the findings and conclusions of this study about the RCPS division's organizational capacity for change.

Staff need to examine district and school conditions, especially at the middle school, that impede the deprivatization of practice and try to remove those hurdles in order to create a non-threatening environment for teachers to participate in classroom visits.

District and school conditions should be examined to identify barriers that seem to preclude creating a sustainable professional learning community.

Staff need to explore district and school conditions, especially at the middle school, that may impede efforts to increase organizational effectiveness and try to remove those hurdles in order to facilitate improvement.

Teachers should be involved in discussions about ways to retain staff and decrease the high turnover rate.

Administrators need to provide time and establish expectations for teachers to work together to make decisions about the K-12 curriculum and instruction.

Teachers need to ensure that they are teaching higher-level skills by incorporating these skills into the curriculum. Otherwise, it is unlikely that students will pass the Standards of Learning assessments, which require such skills, and thus will not be prepared to enter the workforce of the 21st century.

School administrators should focus on developing opportunities for collaboration between themselves and teachers, and on supporting teachers' efforts to collaborate with their peers both within and among schools.

As the district responds to the state guidelines in order to maintain accreditation, teachers and administrators must develop the skill of collaborating with staff in other schools in order to offer students the types of activities and curriculum elements that will lead to successful performance on the Standards of Learning assessments.

School structures and processes that encourage teachers to share ideas and learn from one another are essential for building collaboration and need to be put in place.

Administrators should continue providing common planning periods for teachers and ensuring use of that time for collaboration on instructional themes, activities, and lesson plans within schools and grade levels.

Administrators and others need to lead teachers toward a collective focus on student learning.

Teachers need more time to spend together discussing the improvement of teaching and learning in their respective schools.

Staff need to be involved in articulating the shared beliefs, goals, and values of the division as a whole and of the individual schools.

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APPENDIXES

Appendix A:
The Teacher, School, and School Organization Questionnaire

The Teacher, School, and School Organization Questionnaire

Last Four Social Security Numbers: ___ ___ ___ ___ Date _____

➜ Were you working at this school in April 1997? ___ Yes ___ No

Directions: This questionnaire concerns your perceptions of how you view your teaching role. There are no right or wrong answers. Please read each numbered statement carefully. Then respond by circling one of the responses on the scale of Strongly Disagree (SD) to Strongly Agree (SA). Please do not skip any statements.

Strongly Disagree (SD) Disagree (D) Neither Disagree nor Agree (N) Agree (A) Strongly Agree (SA)

1. I am given the responsibility to monitor programs.

   SD D N A SA

2. I function in a professional environment.

   SD D N A SA

3. I believe that I have earned respect.

   SD D N A SA

4. I believe that I am helping kids become independent learners.

   SD D N A SA

5. I have control over daily schedules.

   SD D N A SA

6. I believe that I have the ability to get things done.

   SD D N A SA

7. I make decisions about the implementation of new programs in school.

   SD D N A SA

8. I am treated as a professional.

   SD D N A SA

9. I believe that I am very effective.

   SD D N A SA

10. I believe that I am empowering students.

    SD D N A SA

11. I am able to teach as I choose.

    SD D N A SA

12. I participate in staff development.

    SD D N A SA

13. I make decisions about the selection of other teachers for my school.

    SD D N A SA

14. I have the opportunity for professional growth.

    SD D N A SA

15. I have the respect of my colleagues.

SD D N A SA

16. I feel that I am involved in an important program for children.

SD D N A SA

17. I have the freedom to make decisions on what is taught.

SD D N A SA

18. I have grown professionally during the past year.

SD D N A SA

19. I believe that I am having an impact.

SD D N A SA

20. I believe in the value of professional development for teachers.

SD D N A SA

21. I am involved in school budget decisions.

SD D N A SA

22. I work at a school where kids come first.

SD D N A SA

23. I have the support and respect of my colleagues.

SD D N A SA

24. I see students learn.

SD D N A SA

25. I make decisions about curriculum.

SD D N A SA

26. I am a decision maker.

SD D N A SA

27. I am given the opportunity to collaborate with other teachers.

SD D N A SA

28. I have a strong knowledge base in the areas in which I teach.

SD D N A SA

29. I believe that I have the ability to grow by working daily with students.

SD D N A SA

30. I perceive that I have the opportunity to influence others.

SD D N A SA

31. I can determine my own schedule.

SD D N A SA

32. I have the opportunity to collaborate with other teachers in my school.

SD D N A SA

33. I perceive that I am making a difference.

SD D N A SA

34. Principals, other teachers, and school personnel solicit my advice.

SD D N A SA

35. I believe that I am good at what I do.

SD D N A SA

36. I can plan my own schedule.

SD D N A SA

37. I perceive that I am having an impact on other teachers and students.

SD D N A SA

38. My advice is solicited by others.

SD D N A SA

39. I have an opportunity to teach other teachers about innovative ideas.

SD D N A SA

40. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

SD D N A SA

41. Goals and priorities for the school are clear.

SD D N A SA

42. The district's vision for its schools is accepted by teachers and administrators.

SD D N A SA

43. In the district's schools, the teachers and the administration are in close agreement on achievement standards and grading policies.

SD D N A SA

44. There is close agreement among teachers and administrators on expectations for student learning in this district.

SD D N A SA

45. I receive many useful suggestions for curriculum materials from colleagues in my school, department, unit, or district.

SD D N A SA

46. I receive many useful suggestions for teaching techniques or student activities to share from colleagues in my school, department, unit, or district.

SD D N A SA

47. There is a great deal of cooperative effort among staff members in my school, department, unit, or district.

SD D N A SA

48. I make a conscious effort to coordinate the content of my courses across the district's schools.

SD D N A SA

49. In a typical planning period with others in my district, the group decides common themes and suggests related materials and activities to guide instruction in the district's schools.

SD D N A SA

50. I meet often with others in my district regarding lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction.

SD D N A SA

51. Higher level skills (reasoning, problem solving, critical thinking) are important student goals of our district's students.

SD D N A SA

52. Creative thinking is an important student goal for our district's students.

SD D N A SA

53. Teachers in our district focus on what and how well students are learning rather than on how they are teaching.

SD D N A SA

54. Teachers in our district exhibit a reasonably focused commitment to authentic curriculum and instruction.

SD D N A SA

55. Teachers in our district exhibit a reasonably focused commitment to authentic assessment.

SD D N A SA

56. A focused school vision for student learning is shared by most staff in the schools in our district.

SD D N A SA

57. Two or more colleagues in the building regularly observe my work in schools and give me meaningful feedback.

SD D N A SA

58. Other than formal evaluation, my supervisor(s) regularly observe(s) my work in schools and give(s) me meaningful feedback.

SD D N A SA

59. I have often been visited by a peer from another **school** to observe and discuss my teaching/learning situation.

SD D N A SA

60. I have often been visited by a peer from another **classroom** to observe and discuss my teaching/learning situation.

SD D N A SA

61. I have often visited a peer's **school** to observe and discuss his/her teaching/learning situation.

SD D N A SA

62. I have often visited a peer's **classroom** to observe and discuss his/her teaching/learning situation.

SD D N A SA

63. I receive informal, meaningful feedback on my performance from my peers.

SD D N A SA

64. In a typical planning period with other teachers, the group discusses problems of specific students and arranges appropriate help.

SD D N A SA

65. In a typical planning period with peers, the group discusses specific teaching practices and behaviors of team members in our district.

SD D N A SA

66. In formal and informal meetings of peers, the group discusses the goals of the schools in our district.

SD D N A SA

67. In formal and informal meetings of peers, the group discusses the teaching profession.

SD D N A SA

68. In formal and informal meetings of peers, the group discusses how students learn.

SD D N A SA

69. In formal and informal meetings of peers, the group discusses the evaluation of student learning.

SD D N A SA

Directions: These questions concern your perceptions of your school's overall effectiveness. There are no right or wrong answers. Every educator and staff member produces something during their work in the school. The following "products" and services are just a few of the things that result from schools' work.

Lesson Plans	Student Learning	Co-Curricular Activities
Curriculum	Community Projects	Parent Involvement
Art & Music Programs	Instruction	Clean Schools

Please indicate your response to each of the questions by **circling a number** from 1 (low) to 5 (high) on the scale provided under the question or by first **marking an "X"** on the scale.

70. Of the various things produced by the people you know in your school(s), how much are they producing?	Low Production	Fairly Low Production	Moderate Production	High Production	Very High Production
	1	2	3	4	5
71. How good is the quality of the products or services produced by the people you know in your school(s)?	Poor Quality	Low Quality	Fair Quality	Good Quality	Excellent Quality
	1	2	3	4	5

72. Do the people in your school(s) get maximum output from the available resource (money, people, equipment, etc.)? That is, how efficiently do they do their work?	Not Efficiently 1	Not Very Efficiently 2	Fairly Efficiently 3	Very Efficiently 4	Extremely Efficiently 5
73. How good a job is done by the people in your school(s) in anticipating problems and preventing them from occurring or minimizing their effects?	Poor Job 1	Adequate Job 2	Fair Job 3	Very Good Job 4	Excellent Job 5
74. How informed are the people in your school(s) about innovations that could affect the way they do their work?	Uninformed 1	Somewhat Informed 2	Moderately Informed 3	Informed 4	Very Informed 5
75. When changes are made in methods, routines, or equipment, how quickly do the people in your school(s) accept and adjust to the changes?	Very Slowly 1	Rather Slowly 2	Fairly Rapidly 3	Rapidly 4	Immediately 5
76. How many of the people in your school(s) readily accept and adjust to the changes?	Few, If Any 1	Less Than Half 2	About Half 3	More Than Half 4	Almost Everyone 5
77. How good a job do the people in your school(s) do in coping with emergencies and disruptions?	Poor Job 1	Adequate Job 2	Fair Job 3	Very Good Job 4	Excellent Job 5

78. What is your role in the school(s)? (**check only one**)

___ Community Organization Representative
___ Principal/Assistant Principal
___ Classroom Teacher
___ Itinerant Teacher (not at Bldg. full time)
___ School Staff (secretary, custodian, cook)
___ Curriculum Supervisor
___ Other (Explain: _____)
___ Student
___ Counselor/Psychiatrist
___ Teacher's Aide
___ Title I Teacher
___ Assistant Superintendent
___ Department Head/Chair

79. If classroom teacher, what subject(s) do you teach?

_____

80. Check the school(s) in which you teach.

___ elementary ___ middle school ___ high school

81. Counting this year, how many years have you taught in **this** school? _____

82. Counting this year, how many years have you taught, administered, or supervised in **any** school? _____

83. Counting this year, how many years have you **taught**, in **this** school **district**? (Skip if not applicable) _____

84. Do you teach full time or part time? (Mark one: Skip is not applicable)

___ Full Time ___ Part Time

85. Check the one category that describes how many diplomas, degrees, and credits you have now.

___ Bachelors
___ Bachelors + 15 or more
___ Masters
___ Masters + 15 or more
___ Education Specialists Degree
___ Doctors Degree
___ Other (Explain) _____

86. Check one: _____ Female _____ Male

87. Your age is _____ years.

Thank you for completing this questionnaire!

Appendix B:
SPES and SWPC Subscale Bar Charts and IPOE Total Scale Bar Chart by a Combination of Year and Grade Level

Figure 13: All SPES Subscale

Means by Year and Grade Level

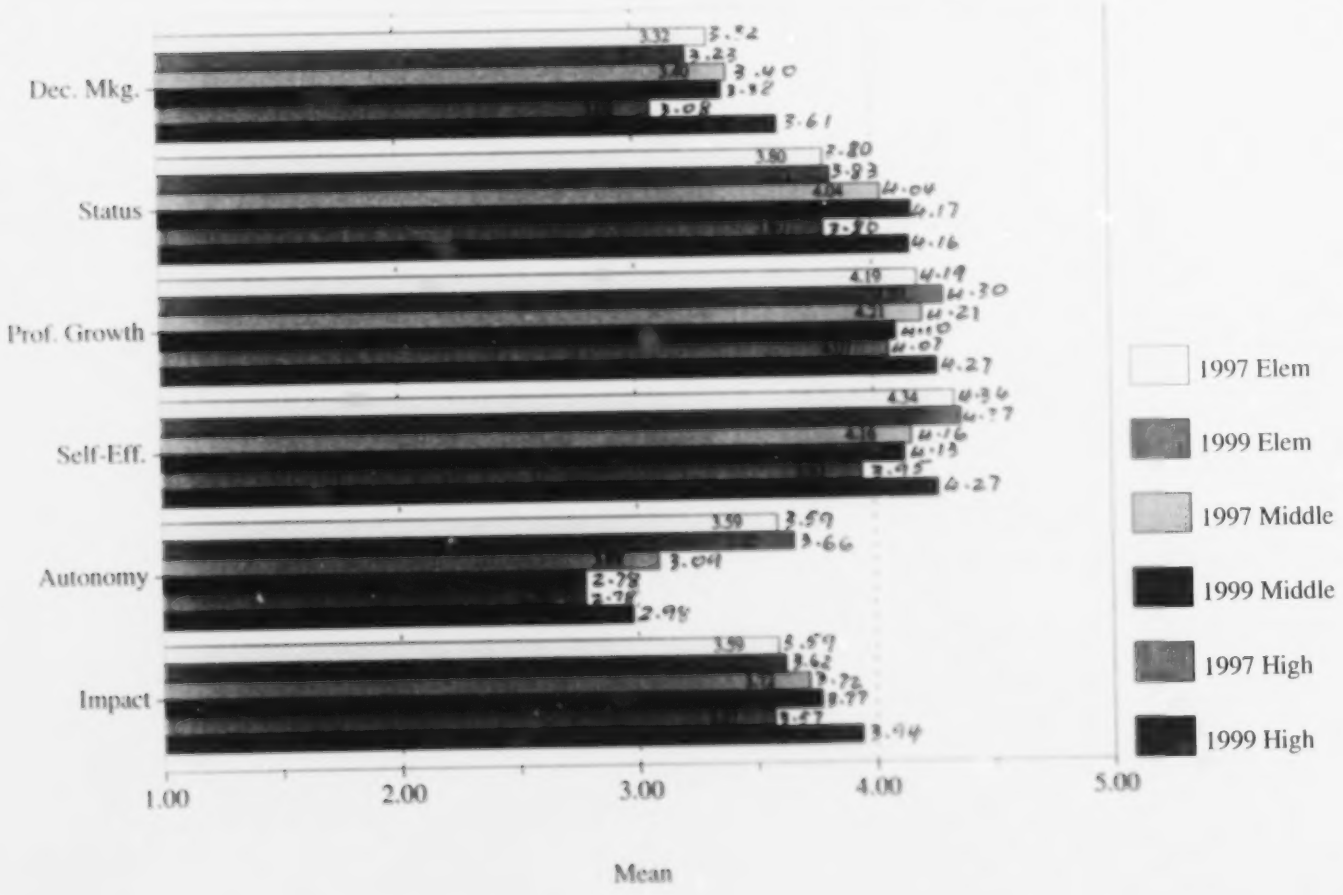


Figure 14: All SWPC Subscale

Means by Year and Grade Level

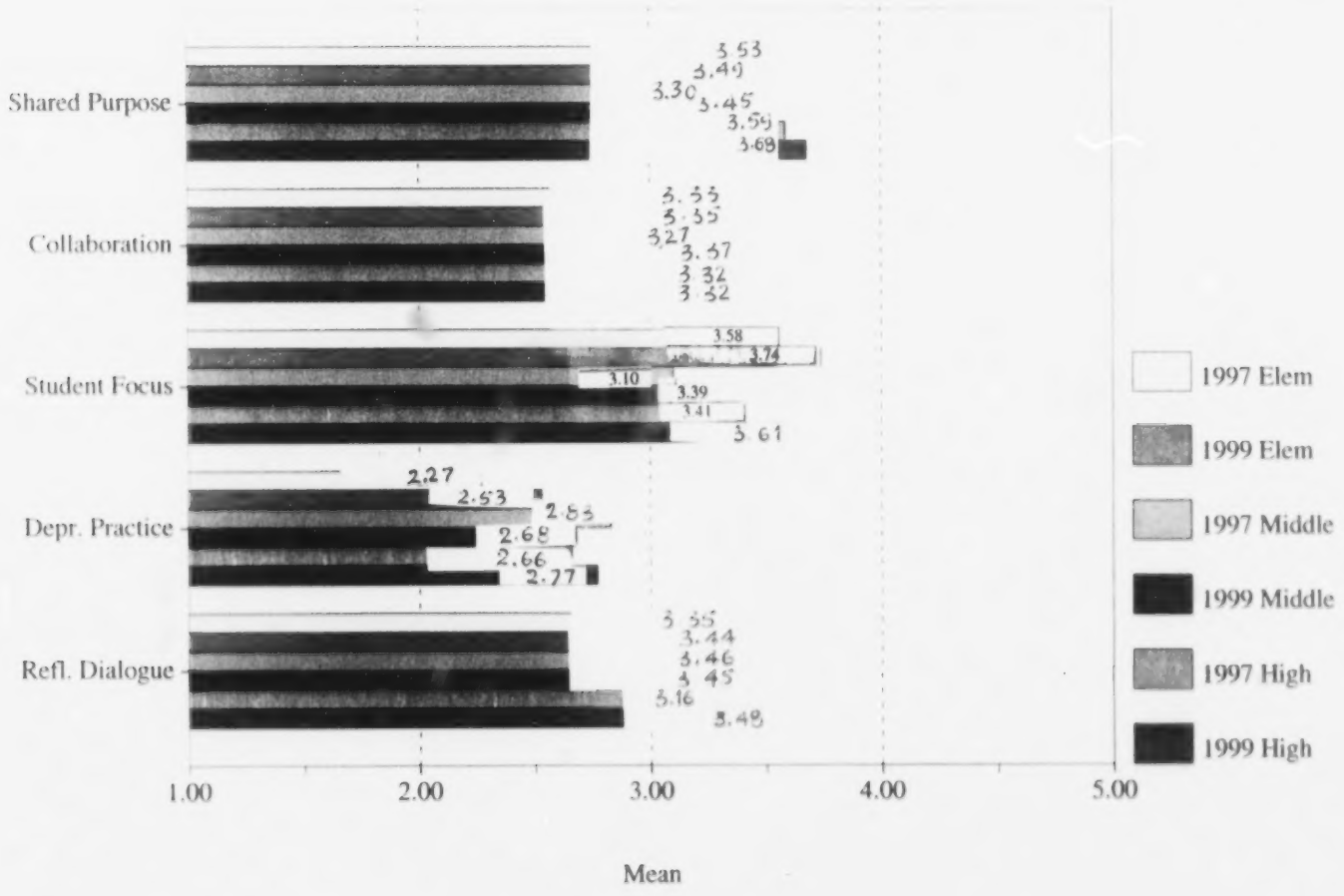
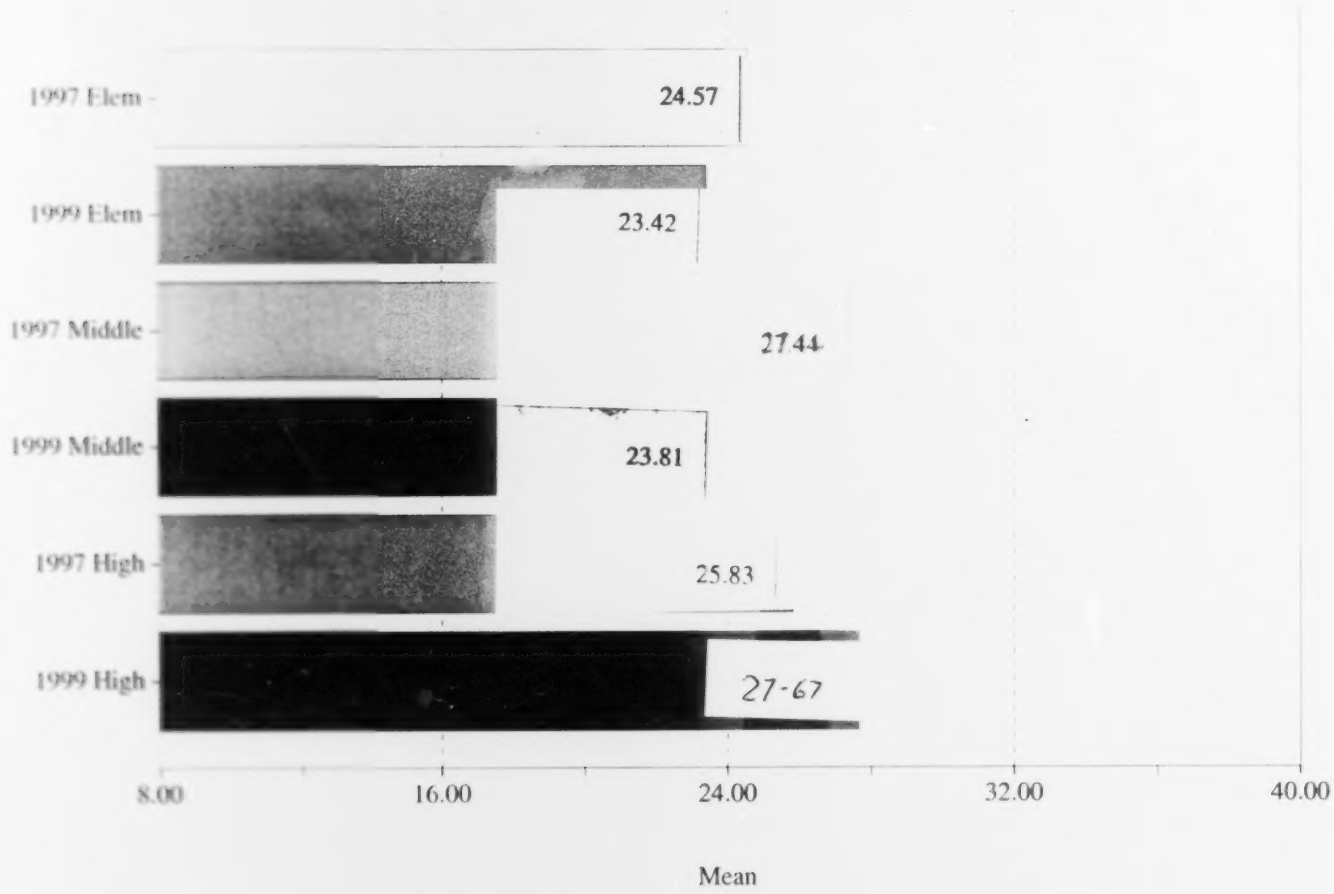


Figure 15: IPOE Total Scale

Means by Year and Grade Level



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Appendix C:
Table 21: Descriptive Statistics for Individual Survey Items

Table 21: Descriptive Statistics for Individual Survey Items

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
School Participant Empowerment Scale (SPES) Items								
1. I am given the responsibility to monitor programs.	Elem. Middle High	40 21 18	3.33 3.81 4.17	1.02 0.93 0.99	3.0 4.0 4.5	1 2 2	5 5 5	-0.256 0.000 -0.784
2. I function in a professional environment.	Elem. Middle High	40 21 19	3.73 4.19 4.05	0.64 0.60 0.97	4.0 4.0 4.0	2 3 1	5 5 5	-0.925 -0.071 -1.745
3. I believe that I have earned respect.	Elem. Middle High	40 21 19	4.03 4.10 4.37	0.62 0.89 0.60	4.0 4.0 4.0	3 1 3	5 5 5	-0.014 -2.087 -0.305
4. I believe that I am helping kids become independent learners.	Elem. Middle High	40 21 19	4.38 3.95 4.16	0.49 0.67 0.76	4.0 4.0 4.0	4 2 2	5 5 5	0.537 -1.055 -1.119
5. I have control over daily schedules.	Elem. Middle High	40 21 19	3.67 3.14 3.32	1.21 1.06 1.45	4.0 3.0 4.0	1 1 1	5 5 5	-0.895 -0.310 -0.377
6. I believe that I have the ability to get things done.	Elem. Middle High	40 21 19	4.55 4.33 4.47	0.50 0.58 0.51	5.0 4.0 4.0	4 3 4	5 5 5	-0.209 -0.128 0.115
7. I make decisions about the implementation of new programs in school.	Elem. Middle High	40 21 19	3.10 3.24 3.68	1.01 1.04 1.00	3.0 3.0 4.0	1 2 2	5 5 5	-0.525 0.346 -0.385
8. I am treated as a professional.	Elem. Middle High	40 21 19	3.75 4.14 4.16	0.74 0.65 1.01	4.0 4.0 4.0	1 2 1	5 5 5	-1.533 -1.327 -1.775

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
9. I believe that I am very effective.	Elem.	40	4.30	0.61	4.0	2	5	-0.967
	Middle	20	4.10	0.72	4.0	3	5	-0.152
	High	19	4.26	0.56	4.0	3	5	0.058
10. I believe that I am empowering students.	Elem.	40	4.25	0.71	4.0	2	5	-0.859
	Middle	21	3.95	0.92	4.0	1	5	-1.599
	High	18	3.94	0.64	4.0	3	5	0.041
11. I am able to teach as I choose.	Elem.	40	3.93	0.86	4.0	2	5	-0.618
	Middle	21	3.86	1.01	4.0	1	5	-1.278
	High	18	4.00	0.84	4.0	2	5	-0.670
12. I participate in staff development.	Elem.	40	3.87	0.85	4.0	1	5	-1.317
	Middle	21	4.00	0.77	4.0	2	5	-0.713
	High	19	4.16	0.83	4.0	2	5	-0.963
13. I make decisions about the selection of other teachers for my school.	Elem.	40	1.55	0.78	1.0	1	3	1.008
	Middle	21	2.19	0.98	2.0	1	4	0.285
	High	19	2.26	0.93	2.0	1	5	1.242
14. I have the opportunity for professional growth.	Elem.	40	4.03	0.58	4.0	2	5	-0.840
	Middle	21	3.76	1.04	4.0	2	5	-0.346
	High	19	4.26	0.81	4.0	2	5	-1.255
15. I have the respect of my colleagues.	Elem.	40	3.93	0.42	4.0	2	5	-2.780
	Middle	21	4.24	0.54	4.0	3	5	0.200
	High	19	4.11	0.57	4.0	3	5	0.051
16. I feel that I am involved in an important program for children.	Elem.	40	4.50	0.51	4.5	4	5	0.000
	Middle	21	4.19	0.51	4.0	3	5	0.355
	High	19	4.21	0.54	4.0	3	5	0.229
17. I have the freedom to make decisions on what is taught.	Elem.	40	3.83	0.71	4.0	2	5	-0.628
	Middle	21	3.57	1.03	4.0	1	5	-0.822
	High	18	3.78	1.00	4.0	1	5	-1.468

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
18. I have grown professionally during the past year.	Elem.	40	4.45	0.50	4.0	4	5	0.209
	Middle	21	4.14	0.65	4.0	2	5	-1.327
	High	19	4.16	0.69	4.0	3	5	-0.212
19. I believe that I am having an impact.	Elem.	40	4.40	0.55	4.0	3	5	-0.080
	Middle	21	4.14	0.73	4.0	3	5	-0.229
	High	19	4.21	0.54	4.0	3	5	0.229
20. I believe in the value of professional development for teachers.	Elem.	40	4.65	0.48	5.0	4	5	-0.654
	Middle	21	4.43	0.51	4.0	4	5	0.311
	High	19	4.58	0.51	5.0	4	5	-0.348
21. I am involved in school budget decisions.	Elem.	40	2.10	0.87	2.0	1	4	0.044
	Middle	21	2.52	1.03	3.0	1	4	-0.070
	High	19	2.58	1.07	3.0	1	5	0.378
22. I work at a school where kids come first.	Elem.	40	3.73	0.85	4.0	2	5	-0.493
	Middle	21	4.10	0.70	4.0	2	5	-1.097
	High	19	4.00	0.67	4.0	3	5	0.000
23. I have the support and respect of my colleagues.	Elem.	40	3.83	0.50	4.0	2	5	-1.646
	Middle	21	4.24	0.54	4.0	3	5	0.200
	High	19	4.26	0.56	4.0	3	5	0.058
24. I see students learn.	Elem.	40	4.38	0.54	4.0	3	5	0.016
	Middle	20	3.95	0.60	4.0	2	5	-1.574
	High	19	4.21	0.54	4.0	3	5	0.229
25. I make decisions about curriculum.	Elem.	40	3.87	0.82	4.0	2	5	-0.341
	Middle	21	3.67	0.86	4.0	2	5	-0.313
	High	19	4.00	0.88	4.0	2	5	-0.543
26. I am a decision maker.	Elem.	40	4.13	0.85	4.0	2	5	-0.771
	Middle	21	4.19	0.68	4.0	2	5	-1.307
	High	19	4.42	0.51	4.0	4	5	0.348

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
27. I am given the opportunity to collaborate with other teachers.	Elem.	40	4.00	0.88	4.0	2	5	-0.960
	Middle	21	4.10	0.83	4.0	2	5	-1.345
	High	18	4.06	0.64	4.0	3	5	-0.041
28. I have a strong knowledge base in the areas in which I teach.	Elem.	40	4.38	0.81	4.5	1	5	-2.039
	Middle	21	4.24	0.54	4.0	3	5	0.200
	High	18	4.67	0.49	5.0	4	5	-0.773
29. I believe that I have the ability to grow by working daily with students.	Elem.	40	4.60	0.50	5.0	4	5	-0.424
	Middle	21	4.38	0.50	4.0	4	5	0.529
	High	19	4.47	0.51	4.0	4	5	0.115
30. I perceive that I have the opportunity to influence others.	Elem.	40	4.35	0.53	4.0	3	5	0.112
	Middle	21	4.19	0.75	4.0	2	5	-1.124
	High	19	4.32	0.58	4.0	3	5	-0.120
31. I can determine my own schedule.	Elem.	40	3.52	0.96	4.0	1	5	-0.714
	Middle	21	2.62	0.92	3.0	1	4	0.038
	High	19	2.74	0.99	3.0	1	4	-0.172
32. I have the opportunity to collaborate with other teachers in my school.	Elem.	40	3.85	0.83	4.0	1	5	-1.383
	Middle	21	3.90	0.94	4.0	2	5	-0.979
	High	18	4.11	0.58	4.0	3	5	0.016
33. I perceive that I am making a difference.	Elem.	40	4.40	0.50	4.0	4	5	0.424
	Middle	21	4.05	0.67	4.0	2	5	-1.159
	High	19	4.21	0.54	4.0	3	5	0.229
34. Principals, other teachers, and school personnel solicit my advice.	Elem.	40	3.37	0.84	3.0	1	5	-0.546
	Middle	21	3.76	0.62	4.0	3	5	0.195
	High	19	3.95	0.78	4.0	2	5	-0.690
35. I believe that I am good at what I do.	Elem.	40	4.45	0.50	4.0	4	5	0.209
	Middle	21	4.24	0.44	4.0	4	5	1.327
	High	19	4.32	0.48	4.0	4	5	0.862

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
36. I can plan my own schedule.	Elem.	40	3.78	0.83	4.0	2	5	-0.673
	Middle	21	2.57	0.93	2.0	1	4	0.188
	High	19	2.89	1.15	3.0	1	5	-0.019
37. I perceive that I am having an impact on other teachers and students.	Elem.	40	4.05	0.50	4.0	3	5	0.108
	Middle	21	3.95	0.59	4.0	3	5	-0.001
	High	18	4.00	0.59	4.0	3	5	0.000
38. My advice is solicited by others.	Elem.	40	3.65	0.70	4.0	2	5	-0.333
	Middle	21	3.86	0.57	4.0	3	5	-0.036
	High	19	3.89	0.46	4.0	3	5	-0.502
39. I have an opportunity to teach other teachers about innovative ideas.	Elem.	40	3.20	0.79	3.0	1	5	-0.380
	Middle	21	3.24	0.83	3.0	2	4	-0.496
	High	19	3.68	0.82	4.0	2	5	0.007
School-Wide Professional Community (SWPC) Items								
40. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	Elem.	40	3.45	0.93	4.0	1	5	-0.646
	Middle	21	3.67	0.66	4.0	2	5	-0.689
	High	19	3.63	0.50	4.0	3	4	-0.593
41. Goals and priorities for the school are clear.	Elem.	40	3.53	0.88	4.0	2	5	-0.080
	Middle	21	3.62	0.67	4.0	2	4	-1.588
	High	19	3.68	0.75	4.0	2	5	-0.270
42. The district's vision for its schools is accepted by teachers and administrators.	Elem.	40	3.43	0.78	4.0	1	5	-0.929
	Middle	21	3.38	0.86	4.0	1	4	-1.389
	High	19	3.63	0.60	4.0	2	4	-1.443
43. In the district's schools, the teachers and the administration are in close agreement on achievement standards/grading policies.	Elem.	39	3.46	0.72	4.0	2	5	-0.528
	Middle	21	3.29	1.06	4.0	1	5	-0.639
	High	19	3.68	0.82	4.0	1	5	-2.019

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
44. There is close agreement among teachers and administrators on expectations for student learning in this district.	Elem.	40	3.58	0.78	4.0	2	5	-0.432
	Middle	21	3.29	1.01	4.0	1	5	-0.643
	High	19	3.79	0.92	4.0	1	5	-1.466
45. I receive many useful suggestions for curriculum materials from colleagues in my school, department, unit, or district.	Elem.	40	3.55	0.75	4.0	2	5	-0.949
	Middle	21	3.57	0.93	4.0	2	5	-0.230
	High	18	3.61	0.70	4.0	2	5	-0.445
46. I receive many useful suggestions for teaching techniques or student activities to share from colleagues in my school/dept./unit/district.	Elem.	40	3.60	0.67	4.0	2	5	-0.919
	Middle	21	3.43	0.81	4.0	2	5	-0.368
	High	18	3.56	0.86	4.0	2	5	-0.193
47. There is a great deal of cooperative effort among staff members in my school, department, unit, or district.	Elem.	40	3.12	0.94	3.0	1	5	-0.456
	Middle	21	3.57	0.87	4.0	2	5	0.010
	High	19	3.74	0.73	4.0	2	5	-1.417
48. I make a conscious effort to coordinate the content of my courses across the district's schools.	Elem.	38	3.50	0.92	4.0	2	5	-0.109
	Middle	21	3.81	0.81	4.0	2	5	-0.235
	High	19	3.58	0.77	4.0	2	5	0.116
49. In a typical planning period in my district, the group decides common themes and suggests related materials/activities to guide instruction.	Elem.	40	3.40	0.87	4.0	1	5	-0.656
	Middle	21	3.14	0.91	3.0	2	5	0.135
	High	18	2.78	0.65	3.0	2	4	0.230
50. I meet often with others in my district regarding lesson planning, curriculum development, guidance and counseling, or evaluation of programs.	Elem.	39	2.92	0.98	3.0	1	5	0.160
	Middle	21	2.67	0.91	2.0	1	4	0.323
	High	19	2.63	0.83	3.0	1	5	0.832
51. Higher level skills (reasoning, problem solving, critical thinking) are important student goals of our district's students.	Elem.	40	3.95	0.81	4.0	2	5	-0.803
	Middle	21	3.29	1.31	4.0	1	5	-0.292
	High	19	3.68	0.82	4.0	2	5	-0.668
52. Creative thinking is an important student goal for our district's students.	Elem.	40	4.03	0.77	4.0	2	5	-0.760
	Middle	21	3.43	1.29	4.0	1	5	-0.603
	High	19	3.68	0.75	4.0	2	5	-1.156

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
53. Teachers in our district focus on what and how well students are learning rather than on how they are teaching.	Elem. Middle High	40 21 19	3.45 3.24 3.53	0.68 1.18 0.51	4.0 3.0 4.0	2 1 3	4 5 4	-0.852 -0.308 -0.115
54. Teachers in our district exhibit a reasonably focused commitment to authentic curriculum and instruction.	Elem. Middle High	40 21 19	3.68 3.48 3.63	0.57 1.08 0.60	4.0 4.0 4.0	2 1 3	4 5 5	-1.608 -0.859 0.305
55. Teachers in our district exhibit a reasonably focused commitment to authentic assessment.	Elem. Middle High	40 21 19	3.68 3.48 3.47	0.66 0.81 0.70	4.0 4.0 3.0	2 1 2	5 5 5	-1.270 -1.147 0.104
56. A focused school vision for student learning is shared by most staff in the schools in our district.	Elem. Middle High	40 21 19	3.67 3.43 3.68	0.76 1.03 0.82	4.0 4.0 4.0	2 1 2	5 5 5	-1.175 -1.009 -0.668
57. Two or more colleagues in the building regularly observe my work in schools and give me meaningful feedback.	Elem. Middle High	40 21 19	2.67 2.86 2.84	1.12 1.24 1.12	3.0 3.0 3.0	1 1 1	4 5 5	-0.117 -0.229 -0.189
58. Other than formal evaluation, my supervisor(s) regularly observe(s) my work in schools/give(s) me meaningful feedback.	Elem. Middle High	40 21 19	3.00 3.43 3.21	1.09 1.08 1.03	3.0 4.0 3.0	1 1 1	5 5 5	-0.126 -0.728 -0.807
59. I have often been visited by a peer from another school to observe and discuss my teaching/learning situation.	Elem. Middle High	40 21 19	1.92 1.76 2.26	0.92 0.77 1.05	2.0 2.0 2.0	1 1 1	4 3 4	0.574 0.453 0.386
60. I have often been visited by a peer from another classroom to observe and discuss my teaching/learning situation.	Elem. Middle High	40 21 19	2.20 2.48 2.58	1.04 1.21 1.07	2.0 2.0 3.0	1 1 1	4 5 5	0.434 0.437 0.378
61. I have often visited a peer's school to observe and discuss his/her teaching/ learning situation.	Elem. Middle High	40 21 18	2.10 2.14 2.39	1.01 0.96 0.85	2.0 2.0 2.5	1 1 1	4 4 4	0.424 0.431 -0.257

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
62. I have often visited a peer's classroom to observe and discuss his/her teaching/ learning situation.	Elem.	40	2.32	1.02	2.0	1	4	0.199
	Middle	21	2.48	1.12	2.0	1	5	0.533
	High	18	2.39	0.78	2.0	1	4	-0.007
63. I receive informal, meaningful feedback on my performance from my peers.	Elem	40	2.93	1.14	3.0	1	5	-0.065
	Middle	21	2.81	1.12	3.0	1	4	-0.290
	High	19	3.58	0.84	4.0	2	5	-0.277
64. In a typical planning period with other teachers, the group discusses problems of specific students and arranges appropriate help.	Elem.	39	3.33	1.08	4.0	1	5	-0.851
	Middle	21	3.76	1.18	4.0	1	5	-1.310
	High	18	3.11	0.83	3.0	2	5	0.465
65. In a typical planning period with peers, the group discusses specific teaching practices and behaviors of team members in our district.	Elem.	40	3.07	0.97	3.0	1	5	-0.156
	Middle	21	3.00	1.10	3.0	1	5	-0.252
	High	18	2.83	0.71	3.0	2	4	0.250
66. In formal and informal meetings of peers, the group discusses the goals of the schools in our district.	Elem.	40	3.30	0.91	3.0	2	5	-0.009
	Middle	21	3.19	0.93	3.0	2	5	0.000
	High	18	3.22	1.00	4.0	1	4	-0.892
67. In formal and informal meetings of peers, the group discusses the teaching profession.	Elem.	40	3.52	0.91	4.0	2	5	-0.405
	Middle	21	3.52	0.81	4.0	2	5	-0.700
	High	17	4.00	0.50	4.0	3	5	0.000
68. In formal and informal meetings of peers, the group discusses how students learn.	Elem.	40	3.68	0.76	4.0	2	5	-1.175
	Middle	21	3.52	0.81	4.0	2	5	-0.084
	High	18	3.67	0.69	4.0	2	5	-0.683
69. In formal and informal meetings of peers, the group discusses the evaluation of student learning.	Elem.	40	3.70	0.76	4.0	2	5	-0.915
	Middle	21	3.71	0.72	4.0	2	5	-0.404
	High	18	4.00	0.49	4.0	3	5	0.000

Table 21: (continued)

Item	Level	*n*	Mean	Std. Dev.	Median	Minimum	Maximum	Skew
Index of Perceived Organizational Effectiveness (IPOE) Items								
70. Of various things produced by the people you know in your school(s), how much are they producing?	Elem. Middle High	40 21 19	3.02 2.81 3.32	0.83 0.51 0.48	3.0 3.0 3.0	1 2 3	5 4 4	-0.330 -0.355 0.862
71. How good is the quality of the products or services produced by the people you know in your school(s)?	Elem. Middle High	40 21 19	3.40 3.19 3.53	0.74 0.68 0.51	3.5 3.0 4.0	2 2 3	5 4 4	-0.424 -0.251 -0.115
72. Do the people in your school(s) get maximum output from the available resource (money, people, equipment, etc.)?	Elem. Middle High	40 21 19	2.80 2.81 3.42	0.79 0.87 0.61	3.0 3.0 3.0	1 1 3	4 4 5	-0.275 -0.095 1.168
73. How good a job is done by the people in your school(s) in anticipating problems/preventing them from occurring/minimizing their effects?	Elem. Middle High	40 21 19	2.90 2.62 3.42	0.87 0.97 0.61	3.0 3.0 3.0	1 1 2	4 4 4	-0.534 -0.550 -0.498
74. How informed are the people in your school(s) about innovations that could affect the way they do their work?	Elem. Middle High	39 21 19	2.90 3.00 3.37	0.94 0.89 0.50	3.0 3.0 3.0	1 2 3	5 5 4	-0.388 0.463 0.593
75. When changes are made in methods, routines, or equipment, how quickly do the people in your school(s) accept/adjust to the changes?	Elem. Middle High	40 21 19	2.17 2.76 3.16	0.68 0.89 0.60	2.0 3.0 3.0	1 1 2	3 4 4	-0.223 0.045 -0.047
76. How many of the people in your school(s) readily accept and adjust to the changes?	Elem. Middle High	39 21 19	2.97 3.38 3.58	0.81 1.02 0.69	3.0 4.0 3.0	1 1 3	5 5 5	0.048 -0.572 0.808
77. How good a job do the people in your school(s) do in coping with emergencies and disruptions?	Elem. Middle High	40 21 18	3.17 3.24 3.61	0.78 0.89 0.78	3.0 3.0 4.0	1 1 2	5 4 5	-0.323 -0.989 0.907

Appendix D:
Completed Evaluation *Standards* Checklist

Citation Form

The Program Evaluation Standards (1994, Sage) guided the development of this (check one):

_____ request for evaluation plan/design/proposal
_____ evaluation plan/design/proposal
_____ evaluation contract
__X__ evaluation report
_____ other: _____

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluation, *The Program Evaluation Standards* (1994), Thousand Oaks, CA, Sage.

The *Standards* were consulted and used as indicated in the table below (check as appropriate):

Descriptor		The Standard was deemed applicable and to the extent feasible was taken into account.	The Standard was deemed applicable but could not be taken into account.	The Standard was not deemed applicable.	Exception was taken to the Standard.
U1	Stakeholder Identification	X			
U2	Evaluator Credibility	X			
U3	Information Scope and Selection	X			
U4	Values Identification	X			
U5	Report Clarity	X			
U6	Report Timeliness and Dissemination	X			
U7	Evaluation Impact	X			
F1	Practical Procedures	X			
F2	Political Viability	X			
F3	Cost Effectiveness	X			
P1	Service Orientation	X			
P2	Formal Agreements	X			
P3	Rights of Human Subjects	X			
P4	Human Interactions	X			
P5	Complete and Fair Assessment	X			
P6	Disclosure of Findings	X			
P7	Conflict of Interest	X			
P8	Fiscal Responsibility	X			
A1	Program Documentation	X			
A2	Context Analysis	X			
A3	Described Purposes and Procedures	X			
A4	Defensible Information Sources	X			
A5	Valid Information	X			
A6	Reliable Information	X			
A7	Systematic Information	X			
A8	Analysis of Quantitative Information	X			
A9	Analysis of Qualitative Information			X	
A10	Justified Conclusions	X			
A11	Impartial Reporting	X			
A12	Metaevaluation	X			

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